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ABSTRACT

From October 1993 to September 1994, a project provided equipment and materials to extend literacy efforts to older adults at the Hammond Public Library, Indiana. Notebook computers containing user-friendly software, used in coordination with the local Laubach Literacy Program, as well as books, audiocassettes, videocassettes, and BiFolkal media kits, provided older adults with a multifaceted basis for learning. The portability of the notebook computers allowed learning to take place at the library as well as off site in senior residential housing and at senior group meetings. A third-party evaluation concluded that the project deviated from its goal of using computers to teach reading skills. The new focus on computer literacy was in response to the needs of participants, who were enthusiastic about the change. Suggestions for improvement included the following: better publicity, wider variety of computer programs, more depth in programs offered, and permanent availability of computers at project sites. A copy of the survey instrument used to evaluate this project precedes the report. (Attachments to the project report include the following: press releases; information from the videoconference, Technology: New Tools for Adult Literacy; a brochure listing available software; two data tables showing training schedules; a brochure, "Educational Opportunities for Older Adults"; Senior Day advertising flyers; a letter sent to labor organizations and clergy; and items from organizational newsletters.) (YLB)

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PART I

FINAL PERFORMANCE REPORT

Hammond Workforce 2000: Literacy for Older Adults

Hammond Public Library
564 State Street
Hammond, IN 46320

(219) 931-5100

Arthur S. Meyers
Library Director

Deborah J. Somerville
Project Director

Grant No. R167A30253

Project Period: October 1, 1993 to September 30, 1994

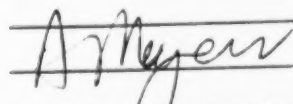
Grant Amount Awarded: \$32,460

Grant Amount Expended: \$32,080

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Abstract

From October 1, 1993 to September 30, 1994, a Library Services and Construction Act grant, "Hammond Workforce 2000: Literacy for Older Adults", provided equipment and materials to extend literacy efforts to older adults at the Hammond Public Library (Indiana).

Notebook computers containing user-friendly software, used in coordination with the local Laubach Literacy Program, as well as books, audio cassettes, video cassettes, and BiFolkal media kits provided older adults with a multifaceted basis for learning. The portability of the notebook computers allowed learning to take place at the Library as well as off-site such as senior residential housing and senior group meetings.

This project is an extension of a previous 3-year LSCA grant project (ERIC #ED361007) which provided computer adult learning centers in all Hammond Public Library locations and family literacy materials and software in the third year.

Attachments to the project report include press releases, information from the videoconference, "Technology: New Tools for Adult Literacy", a brochure listing available software, two data tables showing training schedules, a brochure, "Educational Opportunities for Older Adults", Senior Day advertising flyers, a letter sent to labor organizations and clergy, and news printed in organizational newsletters.

Part II: Quantitative Data*

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

- ☐ under 10,000
- ☐ between 10,000 - 25,000
- ☐ between 25,000 - 50,000
- ☒ between 50,000 - 100,000
- ☐ between 100,000-200,000
- ☐ over 200,000

2. What type of project was this? (Check as many as applicable)

- | | |
|--|---|
| ☐ Recruitment | ☒ Collection Development |
| ☐ Retention | ☒ Tutoring |
| ☐ Space Renovation | ☒ Computer Assisted |
| ☐ Coalition Building | ☒ Other Technology |
| ☐ Public Awareness | ☒ Employment Oriented |
| ☒ Training | ☐ Intergenerational/Family |
| ☐ Rural Oriented | ☐ English as a Second Language (ESL) |
| ☒ Basic Literacy | |
| ☐ Other (describe) _____ | |

3. Did you target a particular population? (Check as many as applicable)

- | | |
|---|--|
| ☐ Homeless | ☐ Homebound |
| ☐ Hearing Impaired | ☒ Seniors/Older Citizens |
| ☐ Visually Impaired | ☐ Migrant Workers |
| ☐ Learning Disabled | ☐ Indian Tribes |
| ☐ Mentally Disabled | ☐ Intergenerational/Families |
| ☐ Workforce/Workplace | ☐ English as a Second Language |
| ☐ Inmates of Correctional Institutions | |
| ☐ Other (describe) _____ | |

4. If this project involved tutoring, what tutoring method was used?

- | | | |
|---|---|--|
| ☒ Laubach | ☐ LVA | ☐ Michigan Method |
| ☐ Orton-Gillingham | ☐ Other (describe) | |

*The Title Page, containing general administrative information, is regarded as "Part I".

5. If this project involved tutoring, how was it provided? (check as many as applicable)

☒ one-to-one tutoring ☒ small group instruction
☐ classroom instruction

- 6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ☐ yes ☒ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

- 6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ☐ yes ☒ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

☐ bibliography	☐ resource directory
☐ curriculum guide	☒ evaluation report
☐ training manual	☐ survey
☐ public relations audiovisual	☐ newsletter(s)
☐ training audiovisual	☒ other (describe)
☐ recruitment brochure	<u>press releases</u>
	<u>brochure for tutors</u>
	<u>brochure on educational opportunities</u>

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 140
Of those served, how many received direct tutoring service? 140
How many hours of direct tutoring service did they receive? 250
How many new volunteer tutors were trained? 12
How many current volunteer tutors received additional training? 4
How many volunteer tutors (total) were involved? 16
How many non-tutor volunteers were recruited? 0
How many service hours were provided by non-tutors? 295 (in-kind library staff)
How many librarians were oriented to literacy methods, materials, and students? 0 (40 in January 1995)
How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.
2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.
3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.
4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.
5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

COMPARISON OF ACTUAL ACCOMPLISHMENTS TO THE GOALS AND OBJECTIVES IN THE APPLICATION

Goal A: Improve the reading, math, spelling and writing skills of older adults to prepare them for jobs or to gain greater personal fulfillment.

1. Consult with 10 program directors of nursing homes, senior apartment complexes, senior centers, and community agencies to identify older adults who might be interested in improving their skills and others who would like to serve as Senior Tutors.

Program directors were contacted by the Outreach Librarian at ten locations:

Hammond Elderly Housing	(senior apartment complex)
Renaissance Towers	(senior apartment complex)
Hammond/Whiting Convalescent Center	(nursing home)
Hammond Civic Center	(community center with senior program)
St. Margaret Mercy Hospital Volunteers	(community senior program)
Title V	(community agency)
Senior Artisans	(senior program)
Hammond Nursing Home	(nursing home)
Hubert Humphrey Senior Housing	(senior apartment complex)
Amocare at Calumet College	(senior program)
YWCA Adult Day Care	(community program)

None of the program directors were willing to identify specific individuals who might want to improve skills or who would serve as Senior Tutors. Most stated that they had no means of measuring reading or skill levels of seniors. Most, however, offered to provide room to allow groups of seniors to meet for presentations or classes. One (Hubert Humphrey Housing) did not want to participate since they had their own computers for senior use. Another (Amocare) seemed enthusiastic and arranged for a session, but later cancelled.

Since there was no needs assessment on incoming participants, there was no exclusion of those who were later determined not to have literacy needs. As a result, participants varied from those with a need for basic skills to those who were curious about computers to those who were in group sessions for entertainment or social interaction.

The largest obstacle in completion of this objective was obtaining volunteer Senior Tutors. No one was identified by the program directors as willing to tutor others. Even after classes were held and requests for tutoring help were made, no seniors felt capable of tutoring others.

Two seniors who took classes at the Main Library said they would be willing to help the Tutor Trainer during classes but were not sure they could do tutoring on their own. One of these two had a medical problem and the other lacked self-confidence.

2. Consult with 5 human resources directors to learn job preparation needs.

The Outreach Librarian spoke with directors at three agencies:

AARP Senior Community Service Employment Program
Inland Steel JobLink Program
Extended Programs and Adult Education, School City of Hammond

As a result of the conversations, it was determined that basic reading, math and spelling skills as well as the ability to follow instructions are required by all workers entering the job market, including seniors. The interview with the School City of Hammond Adult Education Director, Dr. Steven Watson, resulted in a press release which was sent to area news agencies (press release included).

In addition, the Outreach Librarian attended two conferences on needs and skills in senior employment and ADA (Americans with Disabilities Act):

- Conference at Purdue University Calumet sponsored by Tradewinds Rehabilitation Center.
- Conference at Westchester (Indiana) Public Library in Chesterton.

The Outreach Librarian also attended a luncheon sponsored by the (Hammond) Mayor's Commission on Disabilities that dealt with senior employment possibilities.

3. Train 10 new CALC Tutors in literacy awareness, the Laubach method, and the computer software.

In March 1994, Calumet Area Literacy Council held a workshop for new tutors. Two days were used to introduce literacy and the Laubach method. A third day was added to the workshop for orientation to the computers. The Tutor Trainer, with assistance from CALC tutor trainers, acquainted twelve new tutors with the notebook computers and the Apple IIGS computers as well as the software for both.

In September 1994 ten tutors were shown the basics of using the computers and how the software is used in literacy.

4. Train 10 Senior Tutors in literacy awareness, the Laubach method, computer software, and on laptop computers at senior sites.

No Senior Tutors were trained since none were identified (see objective #1).

5. Visit 3 adult education and literacy sites to learn new approaches and materials.

On April 28, the Project Director attended the national videoconference, "Technology: New Tools for Adult Literacy". This conference addressed the needs of adult literacy and the challenges of bringing technology into a literacy program. While there, she spoke to and exchanged ideas with literacy project directors for:

Lake County (Indiana) Public Library
Inland Steel JobLink Program
Lowell (Indiana) Public Library
United Way AFL-CIO Community Services

Especially useful from this conference was the handout which outlined an implementation plan, software evaluation criteria, and Internet resources on literacy. A portion of the handout is included.

On September 21, 1994 the Project Director visited the Lincoln Library in Springfield, Illinois. Their literacy program is similar, using the Laubach method and Apple IIGS computers with an extensive software inventory. The two Apple computers are located side by side, so learner privacy is not necessarily an issue with them as it was with us. Tutors there are encouraged, but not required, to use the software in their lessons. As a result, some tutors actively use the computers yet others are not yet comfortable with them.

6. Establish management, statistical, and circulation procedures to ensure continuity with prior project and previous data gathered.

Because of the mobile nature of the project, with computer usage at various locations outside of the Library, procedures and statistics used in the prior project years would not be useful in this year's project.

Apple IIGS computer usage has continued to be maintained by the Library's automated circulation system. Each time the software is used, it is checked out to the user -- these circulation statistics are automatically generated and printed at the end of each month. However, during the past year the Apple computers were opened for use by all and not limited to literacy use as in previous years; as a result, usage statistics were no longer maintained for this grant year.

Circulation statistics for various material formats were maintained for this grant year by using the monthly statistics generated by the automated circulation system:

2
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Materials Circulation										
	Jan.	Feb.	March	April	May	June	July	Aug	Sep	Total
Print (Fiction)	15	20	21	22	16	24	22	22	20	182
Print (Non-Fict.)	11	13	14	1	34	20	20	30	12	155
Large Print	77	50	77	65	74	60	62	73	65	603
Audio	8	12	19	10	10	14	12	14	7	106
Software	51	83	117	58	74	55	22	42	31	533

It should be noted that these totals are for all locations combined (Main and all branches). Software totals are for the Adult Learning Centers (Apple IIGS) computers purchased in previous years with LSCA funds. These computers are now open for the public and thus the figures do not represent only senior usage. Librarians were asked to visually watch for and count the number of seniors who used the Apple computers during this timeframe. Only one was reported at the Howard Branch. Audio totals do not include times the cassettes or BiFolkal kits were used in programming for seniors.

Notebook computer use can be logged automatically by using "Direct Access", a menu program with usage tracking features. Each time a program is selected from the opening menu, the usage tracking for that program is incremented by one. Since most of the usage during the project year consisted of training and orientation, these usage figures were not kept. To continue the project, usage tracking will now be maintained as we are now allowing in-house use of the notebook computers by tutors and literacy students.

Procedures for tutors on borrowing the notebook computers were produced along with a listing and descriptions of the various software programs. A brochure was created which contained the borrowing procedure and list of notebook software. Also included in the brochure was a listing of Apple IIGS computer software. This brochure was distributed to CALC tutors and also to Library staff to make them aware of the availability of the computers and software. A copy of the brochure is included.

The Project Director reviewed procedures for checking out the notebook computers with the Circulation Services staff. The circulation figures for the notebook computers will be maintained by the automated circulation system, and individual program use will be tracked by "Direct Access" software, as described above.

7. Purchase new software programs and print and non-print materials which emphasize practical needs for everyday living and provide a balanced representation of women, ethnic minority groups, and older workers, to reflect the population of Hammond.

The following software was purchased and installed on the notebook computers:

- 2 "Direct Access" menu/usage tracking program
- 2 "Biography Maker"
- 2 "How to Write for Everyday Living"
- 2 "How to Read for Everyday Living"
- 2 "Mavis Beacon Teaches Typing"
- 2 "Food Bargains"
- 2 "Making and Keeping Budgets"
- 2 "Taking Charge of Charge Cards"
- 2 "The Right Check Writer Tutor"
- 2 "A Day in the Life" - Module 1 - Essential Files
- 1 "A Day in the Life" - Module 2 - Food
- 1 "A Day in the Life" - Module 3 - Health
- 1 "A Day in the Life" - Module 4 - Maintenance

- 1 "A Day in the Life" - Module 5 - Retail
- 1 "A Day in the Life" - Module 6 - Clerical
- 20 "A Day in the Life" Learner Data Disks
- 1 "Resu-Riter" Resume Writer
- 1 "Eye Relief" Large Print Word Processor

Additionally, "Q & A", a flat-file database program was purchased and installed on a Library microcomputer to allow the staff to maintain databases of seniors, volunteers, and mailing lists to community agencies, labor groups and other literacy programs.

Print materials purchased consisted of the following special titles:

Black Americans of Achievement (Chelsea House Publishers) -- series of titles, each covering a specific individual
Hispanics of Achievement (Chelsea House Publishers) -- series of titles, each covering a specific individual
The African-American Experience: A History (Globe Book Company)
The Latino Experience in U.S. History (Globe Fearon)
Asian-American Biographies (Globe Fearon) -- part of "Multicultural Biographies Collection Series"
Building Library Collections on Aging: A Selection Guide and Core List (ABC-CLIO, Inc.)
Of a Certain Age: A Guide to Contemporary Fiction Featuring Older Adults (ABC-CLIO, Inc.)
Older Workers (ABC-CLIO, Inc.) -- part of "Choices and Challenges" Series
Volunteerism and Older Adults (ABC-CLIO, Inc.) -- part of "Choices and Challenges" Series

In addition, the following print materials were purchased:

	Proposed in Application	Actual Number Purchased
Paperback Books	400	429
Hardback Books	100	258
Large Print Books	200	221

Non-print materials purchased were:

- 2 "Hooked on Phonics" audiocassette sets
- 1 "The Great Depression" PBS video set
- 5 BiFolkal Media Kits:
 - "Remembering Pets"
 - "Remembering the Home Front"
 - "Remembering Summertime"
 - "Remembering Fun and Games"
 - "Remembering Farm Days"
- 2 BiFolkal Media Kit Updates:
 - "Remembering School Days"
 - "Remembering Fall"
- 75 Book/Cassette combinations

8. Purchase laptop computers to take to senior sites for older adults who are unable to take advantage of the computers in the Library.

The following computer hardware and supplies were purchased:

- 2 Packard Bell notebook computers with monochrome screens, 4 MB RAM, 120 MB hard drives, AC Adapter and Mice
- 2 Canon BJ-10ex portable printers with batteries
- 2 Trackball pointing devices to be used if no desktop surface is available for the mouse
- 2 Carrying cases to hold computers, printers and supplies

Miscellaneous computer supplies:

- 6 Apple printer ribbons
- 3 Canon ink cartridges
- 2 data cartridges for backup
- 20 floppy disks for user data storage

8. Provide one-to-one tutoring assistance to 120 older adults (55 years and older) in reading, math, spelling and writing skills, incorporating computer use.

CALC tutors, while doing one-to-one tutoring assistance, did not use the computers in their lesson plans. As stated before, Senior Tutors were also not available to provide computer instruction.

Although the application stated that the Tutor Trainer would train tutors to go out and tutor others, the task of tutoring all older adults fell (by default) to the Tutor Trainer with assistance from the Outreach Librarian. This two-person team approach worked well, since one person trying to help people on two computers can be overwhelming. The Tutor Trainer proved to be strong in computer skills, and the Outreach Librarian was equally strong in "person-to-person" skills, and the combination worked well.

As a result of this approach, the Tutor Trainer soon ran out of the hours allotted in the application. After writing for approval, 100 hours of the Outreach Librarian's hours were transferred to the Tutor Trainer. This provided more time for the Tutor Trainer to orient seniors to the computer software.

Classes on the computer were held mostly in the Main Library, but off-site classes were also held at:

Hammond Elderly Housing
Renaissance Towers
St. Margaret Mercy Hospital
YWCA Adult Day Care
Hammond Civic Center

A schedule of classes is included.

Instruction was tailored to the individuals in the 4-person groups to provide for maximum learning. A total of 140 seniors received basic computer instruction, and individual needs guided which software was used and how many lessons were required. A list of seniors taught was maintained by the Tutor Trainer and is included. This listing also shows where the senior heard about the program. This information is helpful in ascertaining the effectiveness of publicity.

In the computer classes, the following were encountered:

- Person suffering from the effects of a stroke who was attempting to improve her skills again.
- Disabled person able to use only two fingers and unable to write, but able to use a computer keyboard.
- Several eyesight problems.
- Palsy and other muscular problems which make writing difficult but can be overcome by using a computer.
- Comprehension problems and slow reading due to the aging process.

10. Establish adult learning collections in 5 senior sites (nursing homes, senior apartment complexes, adult centers), Main Library, and 6 branch libraries.

Those senior sites that did not already have deposit collections were not interested in starting one, citing either lack of interest or not wanting the responsibility of having library material on-site. Those sites that already had deposit collections, consisting mostly of large print books, were expanded to include even more large print as well as adult learning materials. These expanded deposit collections are located at:

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Renaissance Towers
Hammond Elderly Housing
Hubert Humphrey Senior Housing

An adult learning collection had already been established at the Main Library. Additional materials purchased through this grant were added to the collection. The collection at the beginning of the grant year consisted primarily of non-fiction high-interest/low-vocabulary learning material. With the new materials, the collection now includes easy-read fiction and general-interest non-fiction such as biographies, travel books, cookbooks, etc.

During the year, the Library has been coping with financial difficulties which make the future of four of our small branch libraries uncertain. Because of the financial difficulty, limited space and low usage, learning centers were not established in these four small branches. However, new adult learning collections were established in our two large branches, Howard Branch and E.B. Hayward Branch.

11. Develop flyer on community resources in literacy, education and job training available for older adults and distribute 2,000 copies at senior sites and within the Library.

Originally to be compiled by the Outreach Librarian, this information was gathered by the Tutor Trainer after the Outreach Librarian moved out of the area for family health reasons in July. The Tutor Trainer was paid by the Library for the extra hours needed to complete this project. After the information was gathered, the Project Director formatted it into a brochure. These brochures will be distributed on a continual basis in the Library, at senior sites, and used in mailings to complete the grant objectives. A copy of the brochure is included.

12. Show videos and films on older adults who have continued learning and on reading improvement, and present programs with BiFolkal media kits to stimulate discussion on past experiences in 20 programs at senior sites and Senior Day programs in the Main Library.

Senior Day programming involving videos or BiFolkal kits:

July 21, 1994	BiFolkal: "Remembering Summer"
August 23, 1994	Video: "Get That Job"
September 27, 1994	BiFolkal: "Remembering the Home Front"

In addition, BiFolkal Kits were used off-site 19 times:

	<u>Showings</u>	<u>People</u>
Hammond/Whiting Convalescent Home	5	46
Renaissance Towers	4	46
Hammond Elderly Housing	3	34
Hammond Nursing Home	3	21
YWCA Adult Day Care	3	38
Trinity Lutheran Church	1	30

An Eiki LC300 Video Projector was purchased to show video cassettes (from BiFolkal Kits and other videos) on a large screen to groups rather than on a small TV screen which is often difficult to see. An equipment cart was also purchased to hold both the projector and VCR. Because of the small portable size of the projector, it was easy to take it to off-site programs as well as to use it in the Main Library for Senior Day and other programming. The large viewing area was very well received -- many commented on the ease of viewing.

13. Schedule speakers for 6 Senior Day programs from industry and community service agencies on the types of skills needed for jobs and supportive services available for older adults in the community.

The following speakers were used in Senior Day programming:

October 26, 1993	Lillian O. Garth -- Consumer Credit Counseling "Exposing Scams and Frauds"
November 23, 1993	Zora Ludwig -- Capes House (Community Program)

March 30, 1994	"The Community Working Together: How You Can Help" Margo O'Malley -- Assistive Living Program at Munster Med-Inn
April 26, 1994	"Living Today and Planning for Tomorrow" Jean Arbuckle -- Greater Hammond Community Service
July 21, 1994	"How to Become Street-Smart Seniors" Terri Clark -- B.H.M. Health Associates, Inc.
August 23, 1994	"A Plan for Home Health Care" Lois Cox -- AARP Senior Community Employment
September 27, 1994	"Taking the Stress Out of Getting a Job" Jane Schroeder, R.N. "How to Get the Most Out of Your Doctor's Visits"

Senior Day flyers are included.

14. Orient 45 Library staff members to literacy needs of older adults and approaches in providing services.

Due to the retirement and move of our Outreach Librarian in July, this objective was not met within the timeframe of the grant. However, the Tutor Trainer will make a presentation to the staff at the Library's January staff meeting. Approximately 40 staff members attend each staff meeting.

15. Provide continual supportive guidance for 50 older adult students (55 years and older) at senior sites who were previously identified.

As stated in objective # 1, seniors were not identified. However, the Tutor Trainer provided ongoing computer support and guidance to those seniors who called or who requested further information. Again, instruction was tailored to the individual, covering topics requested by the senior.

16. Communicate the Library's and CALC's literacy services and materials on a targeted, intensive basis to:

- a. Residents in nursing homes and senior apartment complexes and participants in senior center activities.

At each of the off-site computer classes, the Outreach Librarian and Tutor Trainer emphasized the literacy efforts and materials at the Library and CALC.

- b. Persons at monthly Senior Day programs in the Main Library or at meetings in branch libraries.

At the December 21, 1993 Senior Day meeting, the Outreach Librarian spoke about the grant project and the Tutor Trainer demonstrated the notebook computers. There was much enthusiasm for the project at this meeting. The Outreach Librarian also spoke about the project at two meetings at the Lincoln Branch and one meeting at the E.B. Hayward Branch.

- c. Retired union members through union newsletters and retiree meetings.

The Library Director sent a letter describing the Library's and CALC's offerings to Northwest Indiana labor organizations. A copy of the letter and mailing list are included.

- d. Business owners and human resources directors through the Hammond Chamber of Commerce newsletter, direct mailing of flyer, and presentations at community meetings such as District Council on Aging, AARP Senior Community Services Employment Program, and ARCO Retirees.

The Outreach Librarian and Tutor Trainer made a presentation, similar to the Senior Day program, at the ARCO Retirees meeting at the Main Library in November, 1993.

The brochure on older adult educational opportunities and a letter describing the Library's and CALC's

offerings will be mailed to community organizations, and the Library Director will be making presentations at community meetings during early 1995.

- e. Members of the clergy through direct mailings.

The brochure on older adult educational opportunities and a letter describing the Library's and CALC's offerings will be mailed in early 1995. A mailing list of clergy is included.

- f. Non-users through exterior signboards on the grounds of the Main Library and the two large branch libraries.

This was not done since we did not have tutors to support the additional learners at this time.

In addition, several press releases were sent out to local news agencies (copies included). The CALC newsletter and the Library newsletter, Bookends, also included items on the project. These are also included. A newsletter written and distributed at one of the senior sites also talked about the project (copy included).

- 17. Demonstrate to 70 additional older adults (55 years and older), who come into the Adult Learning Centers independently, how to use the computers and software programs, and information and print resources available.

Since the Adult Learning Centers are open for all public, tracking Senior use is difficult. Staff was instructed to note whenever a senior used the computer. Only one senior was reported.

In May, two of the three Apple computers in the Main Adult Learning Center were moved from the first floor public area to the basement CALC area. While this makes them available to CALC, it does not make them available to the general public. The third computer was packed up and is being used for spare parts whenever one of the other Apple computers breaks. This move was necessary because staff was unable to maintain support of the computers and still cover the Circulation and Information Desks. Because of this move, Apple usage statistics were limited to branches and, as stated earlier, only one senior used the computers.

- 18. Add new literacy sites and services to the Library's community information file.

The Library does not maintain a community information file. However, the Lake County Public Library produces a print and online computer database of county-wide community resources. Both the Library project and CALC are included in this file, and our staff makes extensive use of this file. The Library has arranged for a separate printing from this community resource file of Hammond community resources and organizations. This printing will also be used by librarians.

Goal B: Publicize the project in the community and evaluate for expansion into other libraries.

- 1. Review the evaluative criteria during the year, revising as necessary.

Though schedules did not allow meetings during most of the year between the Project Director and the Evaluator, the Evaluator was kept apprised of the project activities through quarterly reports written by the Project Director.

- 2. Interview 10 older adult students (5 at senior sites, 5 at Library locations) to learn which materials were most useful.

This was done by the Evaluator in order to complete his final report.

- 3. Describe the project at 5 community meetings.

This will be done by the Library Director in early 1995.

- 4. Write about the project for 5 publications -- gerontological, adult education, business, union, library.

This will be done by the Library Director in early to mid 1995.

5. Write evaluation report based on objectives and evaluative criteria and expected outcomes.

Due to other responsibilities, the Evaluator was able to use only 6 of his budgeted 20 hours. His final report is included.

6. Write narrative report, incorporating the results of the first three years and noting the effectiveness of the broader publicity.

This report accomplishes this objective.

7. Submit final report to ERIC database.

This will be submitted in early 1995.

BUDGET

The budget on the following pages itemizes expenditures for the grant project. Adjustments to the original budget are reflected and are explained in the letters following the budget.

VOLUNTEER AGENCIES RECRUITED

Calumet Area Literacy Council (CALC)

LIBRARY AND OTHER PROGRAM SITES

Hammond Civic Center Senior Drop-In Center	5825 Sohl, Hammond, IN
Hammond Elderly Housing	5111 Sohl, Hammond, IN
Hammond Nursing Home	1402-173rd St., Hammond, IN
Hammond Public Library	564 State Street, Hammond, IN
Hammond/Whiting Convalescent Center	1000-114th St., Whiting, IN
Hubert Humphrey Senior Housing	Hohman Ave. & Michigan Ave., Hammond, IN
Renaissance Towers	524 Michigan, Hammond, IN
St. Margaret Mercy Hospital	5454 Hohman Avenue; Hammond, IN
YWCA Adult Day Care Center	250 Ogden St., Hammond, IN

IMPACT

The program targeting seniors is a viable, important part of our Mission Statement which stresses library service to all sectors of the population. The equipment, print materials, and non-print materials purchased through this grant will allow the Library to continue its service to older adults. We have recently hired a new Outreach Librarian to replace the one who worked on this grant before retiring and moving out of the area, and it is our hope that the programming for older adults will continue to grow as this part of our population grows.

Evaluation Report

LCSA Older Adults Grant
Hammond Public Library

by

Edward L. Vockell, Ph.D.
Professor of Education
Purdue University Calumet

1. Consultations and site visits will be found helpful in implementing and continuing the project at the 5 locations.

This goal was clearly met. The only complaint I encountered in my interviews with the contact persons at the various sites was that the program did not last long enough.

2. Tutor and Library staff training will prepare the 65 individuals for their responsibilities.

This goal was not fully met. Far fewer than 65 individuals were trained to deliver the service; 12 were trained.

3. The information gained through the procedures established will be useful in assessing the project.

The data were not available to evaluate some of the goals, but in most cases these goals had changed significantly since the project's origin. For example, goal 6 states that 30 of the 120 students should progress one reading level or more by the end of the project year, as measured by the Slosson Reading Test. The Slosson was not administered, because nobody had ever been identified to administer it. However, this was not a serious omission, because there was no systematic attempt to teach any of the participants how to read; and so any changes in their scores would probably be the result of some activity other than this project.

The preceding paragraphs should not be taken as evidence that the project was a "failure." Quite the contrary, a failure would not have been so happily received. Everywhere I went, the respondents said they liked the project and asked whether it would be repeated. The data to validate the success of the project with regard to these informally revised goals does not come from standardized test, but rather from interviews with site administrators and program participants. The main strength of the project was apparently its flexibility: the people delivering the project correctly sensed what the recipients wanted, and the senior citizens who participated in it seemed to enjoy and benefit from their exposure to computer technology.

4. The program and equipment purchased will be helpful in the one-to-one tutoring with 60 of the students.

Because of their high rate of mobility, it was impossible to find 60 of the "students" several months after the project had been completed. However, extrapolating from the people who were interviewed, it seems obvious that this goal was met. However, it must be noted that the one-to-one tutoring took place not with regard to the original goal (reading improvement) but with regard to a revised goal (computer literacy).

One of the most common statements by the respondents was that the ladies who brought the equipment really knew what they were doing. Two respondents stated that the equipment didn't work some of the time, but they were not sure whether this was the fault of the trainers or of the equipment. However, even these two respondents were quite happy with the project; they felt that this was just the way computers acted sometimes.

To be fair, it should be pointed out that the persons giving these favorable evaluations were probably not qualified to assess whether or not the equipment was functioning correctly or whether the trainers really knew what they were talking about. It would be more accurate to say that the people to whom the project was delivered had the clear impression that the equipment generally functioned correctly and that the ladies delivering the service were very good at their work.

5. Sixty of the 100 older adults receiving tutoring will remain with their tutors through the end of the project year.

This goal was not met. Only about 15 percent (not 60 percent) of the participants attended that consistently. A much larger number came and went at their convenience.

Again, this is not a serious problem. The transient participants I interviewed were as enthusiastic about the project as the more consistent participants. They just had other things to do that interfered with their regular attendance.

6. Thirty of the 120 students should progress one reading level or more by the end of the project year, as measured by the Slosson Reading Test.

This goal was not met, because there was not really an attempt to meet it. The Slosson was not administered, because nobody had ever been identified to administer it to. However, this was not a serious omission, because there was no serious attempt to teach any of the participants how to read; and so any changes in their scores would probably be the result of some activity other than this project.

In the absence of standardized tests, I asked some of the site administrators and participants if the program improved reading skills. One of them site administrators said, "I suppose that might have happened when they wrote their stories on the word processors." This is perhaps an accurate statement: reading theory does suggest that people are likely to become better readers when they become more actively involved in the writing process. However, there are no data to verify that this learning process took place during the project. Indeed, most of the people who wrote stories seem to have already been pretty good readers. During my first interview with a participant, I asked if the program had improved her reading ability. Her reply was, "Goodness, no. I already read three books a week. When would I have time to read more."

After my first few interviews, I began asking the respondents what they thought the purpose of the project had been. No one stated that the purpose had been to teach reading skills. (Indeed, when I suggested that as a purpose, they were almost invariably surprised.) Most of them said that the purpose was to familiarize them with computers (i.e., to teach computer literacy). A few said the purpose was to entertain the participants.

The preceding paragraphs should not be taken as evidence that the project was a "failure." Quite the contrary, a failure would not have been so happily received. Everywhere I went, the respondents said they liked the project and asked whether it would be repeated. The main strength of the project was apparently its flexibility: the people delivering the project sensed what the recipients wanted and adapted to their needs, and the senior citizens who participated in it seemed to enjoy and benefit from their exposure to computer technology.

7. Two hundred of the 700 books in the adult learning collections will be checked out one or more times by the end of the project.

Table 1.

Materials Circulation										
	Jan.	Feb.	March	April	May	June	July	Aug	Sep	Total
Print (Fiction)	15	20	21	22	16	24	22	22	20	182
Print (Non-Fict.)	11	13	14	1	34	20	20	30	12	155
Large Print	77	50	77	65	74	60	62	73	65	603
Audio	8	12	19	10	10	14	12	14	7	106
Software	51	83	117	58	74	55	22	42	31	533

Table 1 shows the circulation patterns for the material in the adult learning collections. It is impossible to tell from this table exactly how many specific titles were checked out. Although it would be possible to trace the circulation rates of individual books, this would be very labor intensive and not worth the effort. The most frequently circulated items were large print books and computer software. It is extremely unlikely that the circulation of large print books was in any way a result of this project. On the other hand, the computer software almost certainly would not have circulated without the project.

8. Twenty of the 70 older adults using the Adult Learning Centers (Apple IIGS computers) in the Library locations will learn about the service through the flyer or exterior signboards.

No flyers or signboards ever appeared. Most people heard about the computers from news releases, from their friends who were participating, or by seeing the library people carrying the computers into their buildings and setting them up.

9. Ten persons at each residential or program site attend one or more programs and 40 persons attend Senior Day programs 6 times.

Records are inexact. On the average, there were at least ten persons attending one or more programs at each site (the range was from "about six" to "about thirty"), but only about 20 persons came as many as six times.

10. New literacy sites and services are added to the Library's community information file.

The computers were a dramatically new service at each of the sites. The librarians were made aware of the project and made referrals to it. The Lake County Public Library maintains a county-wide community information system. They have been notified of the project, and they already have the Calumet Area Literacy Council in their file.

11. Fifteen of the 20 older adults interviewed about their use of the literacy services and materials comment favorably about them.

This goal was clearly met. The success rate was 100% rather than 75%. Everybody liked the program and wants more of it. The only complaint I encountered in my interviews with the contact persons at the various sites was that the program did not last long enough.

12. Talks and writings about the project are completed.

Plans are underway for early to mid-1995.

Summary

In conclusion, the project as it was implemented deviated significantly from its original plan of using computers to teach reading skills. Instead, it focused almost completely on computer literacy. This change in focus appears to have occurred informally as a spontaneous reaction to the needs of the project's consumers. The revised program was enthusiastically received by the participants. Their suggestions for improvement included having better publicity, offering a wider variety of computer programs, going into more depth on the programs that were shown, and making computers permanently available at the project sites. In short, although the program was substantially modified, it achieved significant goals.

Workforce 2000: Literacy for Older Adults - Final

	BUDGET	SPENT	ENCUMBERED	REMAINING
SUPPLIES				
Budget Amount - October 1993	7616.00			
2 Packard Bell Notebook Computers		3184.21		
1 Eiki LC300 Video Projector		3200.00		
2 Trackballs for Notebook Computers		107.66		
2 Canon BJ-10ex Portable Printers		519.74		
2 Parallel Printer Cables		15.94		
2 Targus Computer Carrying Cases		139.78		
2 Batteries for Canon Printers		72.40		
1 Equipment Cart for Video Projector (returned)		39.74		
Misc. supplies (Disk storage boxes, 3 ink cartridges for printers, 2 data cartridges for backup, 2 boxes floppy disks for user data storage)		161.40		
1 AV cart for projector and VCR		149.14		
3 Sharp Audio Cassette Players		197.14		
6 Apple ribbons		23.93		
Transfer from Salary-Staff (see letter B)	195.08			
Total	7811.08	7811.08	- 0.00	0.00
SOFTWARE				
Budget Amount-October 1993	3824.00			
2 Direct Access		132.40		
2 Biography Maker		69.98		
2 How to Write for Everyday Living		338.86		
2 How to Read for Everyday Living		298.86		
2 Mavis Beacon Teaches Typing		76.90		
2 Food Bargains		161.40		
2 Making and Keeping Budgets		161.40		
2 Taking Charge of Charge Cards		161.40		
2 The Right Check Writer Tutor		209.40		
"A Day in the Life" - 6 modules plus extra Module 1		1486.63		
1 "Resu_Riter" Resume Writer		107.80		
1 "Eye Relief" Large Print Word Processor		299.95		
1 "Q & A" Database		254.00		
20 "Day in the Life" Learner Data Disks		56.84		
Transfer to Print Materials (See Letter A)	-8.18			
Total	3815.82	3815.82	0.00	0.00

Workforce 2000: Literacy for Older Adults - Final

	BUDGET	SPENT	ENCUMBERED	REMAINING
PRINT MATERIALS				
Budget Amount - October 1993	7420.00			
Baker & Taylor -- Misc.		106.55		
Globe Fearon -- Misc.		135.57		
Lakeshore Training --- Misc.		57.91		
Baker & Taylor -- Misc.		33.65		
ABC-CLIO -- Misc.		192.60		
Chivers North America -- Large Print		123.39		
Literacy Volunteers of America -- Misc.		322.92		
Literacy Volunteers of America -- Misc.		135.13		
Ulverscroft -- Large Print		319.00		
Bantam/Doubleday -- Large Print		495.00		
Northstar -- Talking Books		1395.14		
G K Hall -- Large Print		368.74		
Ingram -- Paperbacks		238.25		
Ingram -- Paperbacks		119.63		
Globe Fearon -- Misc.		70.90		
Globe Fearon -- Misc.		43.60		
Globe Fearon -- Misc.		6.30		
G K Hall -- Large Print		43.88		
Professional Media Service Corp		139.48		
Thorndike/G K Hall - Large Print		183.27		
Thorndike/G K Hall - Large Print		112.93		
Globe Fearon - Misc.		103.08		
Thorndike/G K Hall - Large Print		126.07		
Transfer from Salary-Staff (see letter B)	105.72			
Transfer from Software (see letter A)	8.18			
Ingram -- Large Print		299.74		
Literacy Volunteers of America - Misc.		671.30		
Contemporary Books - Misc.		145.52		
New Readers Press - Misc.		95.01		
Globe Fearon - Misc.		330.24		
Essential Learning Products - Misc.		391.51		
Globe Fearon - Misc.		347.89		
Ingram - Paperback		231.63		
Ingram - Paperback		104.19		
Thorndike/G K Hall - Large Print		43.88		
Total	7533.90	7533.90	0.00	0.00

Workforce 2000: Literacy for Older Adults - Final

	BUDGET	SPENT	ENCUMBERED	REMAINING
NON-PRINT MATERIALS				
Budget Amount - October 1993	2600.00			
2 "Hooked on Phonics" audiocassettes		449.90		
1 "The Great Depression" video set		499.50		
5 BiFolkal Multimedia Kits + 2 updates		1465.69		
Recorded Books, Inc		210.20		
New Readers Press - Book/Tape Combos		376.41		
Transfer from Salary-Staff (see letter B)	401.70			
Total	3001.70	3001.70	0	0.00
SALARIES - STAFF				
Budget Amount - October 1993	9000.00			
Takacs -- January to July		3297.50		
Somerville -- January to Sept		4000.00		
Transfer to Salaries-Other (see letter A)	-1000.00			
Transfer to Non-Print (see letter B)	-401.70			
Transfer to Supplies (see letter B)	-195.08			
Transfer to Print (see letter B)	-105.72			
Total	7297.50	7297.50		0.00
SALARIES-OTHER				
Budget Amount - October 1993	2000.00			
Shutko - January to Sept		2500.00		
Vockell -- January to September		120.00		
Transfer from Salaries-Staff (see letter A)	1000.00			
Total	3000.00	2620.00		380.00



Hammond Public Library

LETTER A

564 STATE STREET • HAMMOND, INDIANA 46320 • (219) 931-5100
FAX: (219) 931-3474 • TDD: (219) 931-2468

April 13, 1994

ARTHUR S. MEYERS
Director

Barbara A. Humes
LSCA Title VI Program Officer
Office of Library Programs
U.S. Department of Education
555 New Jersey Ave., N.W.
Washington D.C. 20208-5571

RE: R167A30253

Dear Ms Humes:

The grant project is moving along very well and we are very appreciative of the funds.

I am writing to ask if we might transfer 100 hours from the Outreach Librarian position in the grant to the Tutor Trainer position. The hourly salary is the same.

The reason for the request is that the Tutor Trainer needs additional time to assist the Outreach Librarian during programs and orientation sessions. Working as a team has proven successful since there are two computers and it is difficult for one person to work with two users on both computers at the same time.

In addition, we have \$194.41 remaining in the Non-Print Materials category and wonder if we might transfer it to the Supplies category to purchase three audio-cassette players for use with older adults in the grant.

I have enclosed a proposed revision in the budget and hope it meets with your approval.

Also enclosed is a photocopy of photos we have taken on the project. We plan to enclose the photos with our final report but if you would like print copies of the photos at this time, we would be happy to send them.

Thank you again.

Cordially,

Arthur S. Meyers, Library Director

cc: Deborah Somerville, Project Director

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Hammond Public Library

LETTER B

GRANTEE COPY-For further assistance
call your Grant Specialist at 202-

708-6630-
5203

Netasha S. Phillips

344 STATE STREET • HAMMOND, INDIANA 46320 • (219) 931-5100
FAX: (219) 931-3474 • TDD: (219) 931-3333

ARTHUR S. MEYERS
Director

DATE: 8/18/94

FAX NUMBER: 202-219-1725

TO: Barbara A. Humes
LSCA Title VI Program Officer
U.S. Department of Education

RE: R167A30253

FROM: Arthur S. Meyers

PAGES TO FOLLOW: 0

APPROVED - NO ADDITIONAL
FUNDS AUTHORIZED

Grant Specialist

Our grant project is progressing nicely and we are appreciative of the funding. However, two problems developed for which we would like to propose a solution.

Midway through the grant, we found a significant segment of the target population, noted in Goal A in our Plan of Operation, could not be reached through the traditional means of print or computer use. To extend literacy service to these older adults, the Library purchased three audiocassette players so the persons could listen to books on tape in our listening centers.

We also determined that establishing adult learning collections in 5 senior sites and 6 branch libraries, as well as the Main Library, could not be achieved through the projected budget.

A possible solution to these needs is to transfer funds from Salary and Wages. Because of the resignation in July of our Outreach Librarian, due to a family health problem, the Library will not be able to replace her within the timeframe of the grant. She left with 70 1/4 hours remaining.

May we use the \$702.50 from that line item to reimburse the Library for the audiocassette players and to purchase Print and Non-Print materials for the adult learning collections?

As we do not know the name of the Grants Specialist, I am sending this fax to you in hopes it will be approved.

Thank you for considering it.

Arthur S. Meyers

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Hammond Public Library

564 STATE STREET • HAMMOND, INDIANA 46320 • (219) 931-5100
FAX: (219) 931-3474 • TDD: (219) 931-2468

ARTHUR S. MEYERS
Director

Press Release

July 20, 1994

Dr. Steven Watson, Director of Extended Programs and Adult Education, School City of Hammond, was interviewed by the Outreach Librarian of the Hammond Public Library. Dr. Watson is well versed in the needs and skills of older adults.

He emphasized important points to remember in achieving employment:

- Be attentive, listen and follow instructions.
- During an interview, be attentive, alert, maintain eye contact, heed advice, and follow through afterwards.
- Communication skills are essential. Learn one-to-one communications.
- Obtain a knowledge of the equipment needed in the line of work desired. Learn how to turn on a machine, computers, and other equipment.
- Be open to learning new methods, new equipment. Accept change because it will occur.
- Have faith in yourself. You can learn to persist. Say, "I can learn. Mistakes may occur but I will persist." Questioning your ability hurts you.
- Above all, have an open mind.

Computer Technology and Adult Literacy: An Implementation Guide

Introduction

The extent and sophistication of computer technology available to adult literacy programs have increased dramatically in recent years. Technology implementation efforts could be improved if a more systematic approach were used for implementation. Unfortunately, many literacy providers do not have the time or the knowledge for making such informed decisions.

This brief document offers program staff a suggested approach for planning and implementing computer assisted instruction (CAI). It is designed as a basic primer, with seven steps to follow when integrating computers into instructional programs.

The Steps

- Develop a vision for the future
- Identify planning resources
- Determine the instructional needs of the learners
- Explore and evaluate potential software applications
- Determine hardware configuration
- Acquire software and hardware
- Conduct staff development activities

Develop a Vision

Implementation of computers within literacy programs can be a confusing process. What type of software will best meet the needs of the learners? What type of hardware should be selected? What about other peripherals such as printers, modems, or CD-ROM drives?

At first, the vision of how computers might be used may be fragmented. And usually these fragments are based on the ways we now use technology in our personal and professional lives. The ultimate look of how computers will be applied is a function of program people and their desire to create new instructional solutions. As such, it is important, even at the very beginning stages of forming the vision, that those who will ultimately use the technology be actively involved in the planning process.

Identify Resources

While people are critical to the success of the planning effort, their effectiveness is determined in part by the quantity and quality of resources they have available to them. The most important resources include:

- Access to information
 - Current research on the use of computers in literacy programs
 - Information on other literacy programs using computer technology
 - Appropriate journals that illustrate effective practices
 - Availability of special publications that focus on evaluation of technology
- Staff experience
 - Skill levels and technological awareness of current staff members
- Consultants
 - Acquisition of specialized skills and knowledge not available through other information sources

Determine Instructional Needs

The computer technology that is ultimately implemented must meet the instructional needs of the learners. To meet these needs it is important to know the skill level of the learners.

One valuable tool for identification of skill level is standardized testing. This type of instrument provides grade-level approximations and therefore can be helpful in identifying appropriate software. Perhaps even more valuable are criterion-referenced instruments that identify specific competencies. Rather than identifying grade levels, criterion-referenced tests provide information that can be useful in selecting software that correlates to specific instructional content currently in use.

Author: John Fleischman, Director, Outreach and Technical Assistance Network (OTAN)
Sacramento County Office of Education, CA

Evaluate Software Applications

Instructional computing applications can be categorized by instructional mode, or the relationship between the learning and the technology being used. In the area of computer software, applications can usually be broken down into five fundamental categories:

- Drill and practice - repetitive type problems that reinforce previously taught materials
- Tutorials - programs that teach new skills in an interactive manner
- Simulations - interactive type learning environment where students are placed into a situation and challenged to seek solutions
- Problem solving - application of knowledge and skill to achieve a relevant outcome or goal
- Productivity - word processing, data bases, spreadsheets, graphics, etc.

Software selection must precede hardware acquisition. It is very important to understand that computer hardware does not provide instructional value; skills and knowledge are gained through effective software that addresses the needs of learners.

When identifying software appropriate for use with stand-alone computers, the first step is to develop a list of objectives. The same holds true for exploring the potential adoption of an integrated learning system. Here again, it is not the hardware that should drive the decision-making process. Rather, it is the software and the specific instructional objectives that are to be addressed that must form the basis for selection.

So where do you find out about software programs that are appropriate for classroom use? Information sources include:

- Software reviews in education magazines
- Vendor demonstrations
- Educational conferences
- Colleagues that are now using software in classroom settings
- Education computer user groups

Organizations or projects formed specifically to assist educators in the selection of appropriate software programs are particularly good sources for formal evaluations of the different programs available. Most of these projects offer summaries of software that is appropriate for adult literacy students.

There are many evaluation forms that can be used as guides to evaluate computer software. Typically, most of these forms group evaluative criteria into three categories: content, instructional design, and technical design.

It is very unlikely that any individual piece of software or any integrated learning system will meet all of the instructional needs of any group of students. You will have to make judgments on whether the inadequacies of a software package can be overcome through other means.

Determine Hardware Configuration

Before purchasing hardware you need to determine the specific computer capabilities required for each selected application. For most applications there may only be one or two choices which will support the software you select. To define your hardware needs, start by answering the following questions for each application:

- What software is required? Actually list the programs. For these software applications, what are the requirements for RAM memory, number of disk drives or hard disk space required, type of monitor, printer requirements, special features?
- Who is going to use the system(s)?
- How many learners will use the system?
- How much time do learners need to accomplish the intended objectives?
- Where and when will the computers be available?
- What are the concerns for security?

Depending on the software you ultimately choose to implement and the software required, your hardware options will fall into one or a combination of the following configurations:

- Stand-alone microcomputer
- Networked microcomputers

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- Integrated learning system (networked)

Each of the configurations has inherent advantages and disadvantages that you should consider before making a final choice.

Advantages

Disadvantages

Stand-alone Micros

- low cost
- portability
- flexible configuration

- multiple copies of software needed
- cumbersome for record keeping

Networked Micros

- easy access to central library
- ease of student use
- record keeping
- peripheral sharing

- technical expertise required
- not all software is available

Integrated Learning Systems

- extensive software
- excellent reporting

- locked into a system
- usually an annual license fee

Acquire Hardware and Software

Hardware selection involves complex decision making which is complicated by new developments in this rapidly changing technology. When you have fine-tuned the final hardware configuration for each application, you should be able to estimate hardware costs. Projecting other related costs may be more difficult. The following estimates may be helpful for budget planning:

<u>Item</u>	<u>% of Budget</u>
Software	20%
Hardware	70%
Maintenance	5%
Miscellaneous Supplies	5%

Staff Development

Before you make a commitment to undertake a significant program initiative, you should consider the real costs of implementation in terms of time, money, and organizational impact. In deciding which computer applications you can implement, the training needs of the instructional staff are a major factor. However, having selected software and hardware, you should find it to be relatively easy to estimate staff development requirements.

Remember that it is important to distinguish between staff awareness activities conducted as part of the preliminary planning activities and actual staff development. At this level of implementation you should focus on preparing staff to deliver instruction, utilizing specific hardware and software. The following are some basic guidelines for building an effective staff development program:

- Training activities should be in a sequence that gradually increases in complexity.
- Training should be sufficiently flexible to allow trainees to begin at their own level of ability and to progress at their own rate.
- Training should take place during the work day and make use of actual situations involving students.
- Incentives should be provided which motivate the staff to actively participate.
- Whenever possible, staff members within the organization should be used as instructors in the training.
- Instructors should have an opportunity to practice new skills in the course of their regular teaching.

Adult Literacy Software Evaluation Criteria

This guide is designed to be used by adult literacy instructors, administrators, and tutors for evaluating the appropriateness and effectiveness of specific software products. Each section features a different aspect of using software with the adult learner. The questions are designed to help the practitioner consider a variety of relevant issues in order to evaluate and make decisions about the best possible software to use in particular situations.

I. Learner/Computer Interaction

1. Exercises are appropriate?
2. Exercise frequency is adequate?
3. Directions and instructions are clear?
4. Type and place of requested response is clear?
5. Feedback after response is helpful?
6. Final evaluation of learner's performance is provided?
7. Software is easy to operate?

II. Learner Control

1. Options, menus, and choices are available?
2. Display time is under learner's control?
3. Mouse exercise directions are adequate?
4. Movement within software is easy?
5. Obvious exits are available at all times?

III. Sequencing of Instructional Events

1. Goals and objectives are specified explicitly?
2. Instruction is organized from general to specific?
3. Adequate exercises and examples are provided to explain concepts?
4. Major concepts are easily identified through visual cues?
5. Different opportunities are provided for different ability levels?

IV. Screen Design

1. Screen layout is pleasing?
2. Instructions are provided in areas separate from text?
3. Color is used effectively?
4. Exercises with the mouse require dexterity appropriate to students' ability?

V. Readability

1. Screens contain an amount of text appropriate to students' reading ability?
2. Content is relevant to adults?
3. Reading level is appropriate to learners' reading level?
4. Software teaches important reading comprehension skills?

VI. Administration

1. Accessing the course on the computer is easy?
2. Procedures for enrolling new students is clear and easy?
3. Student progress is easily tracked?

VII. Questions to Ask Students

1. Do you think this program helped improve your skills?
2. What did you like most about using this program?
3. What did you like least about this program?
4. How do you feel about using a computer for learning new skills?
5. Would you recommend using this program to a friend?
6. Are there any suggestions you have about how we could make this program better?

Internet-based Videoconference Resources: What is Available and How to Find Them

In order to facilitate continued dialogue between videoconference participants and to assist practitioners in the discovery of resources on the Internet, the National Center on Adult Literacy (NCAL), in cooperation with the Outreach and Technical Assistance Network (OTAN) and PBS ONLINE, has created several information resources and communications forums on the Internet.

This document is divided into three parts. Part I lists the Internet resources created for the videoconference and those additional resources available on-line that are relevant to the field of adult literacy. Part II provides specific instructions for subscribing to and accessing some or all of these resources through America Online and Delphi Internet Services, the largest commercial on-line services which currently offer modem access to the Internet. Part II also includes information about connecting with the Internet through the Outreach and Technical Assistance Network for individuals in California. Part III concludes with general instructions for accessing the videoconference resources if you already have access to the Internet through an institutional affiliation like a university, community college, or public library.

Part I: Videoconference Resources On-line

There are three videoconference-related resources available on-line:

Internet E-mail List

NCAL, in partnership with OTAN, has created an e-mail-based mailing list on technology issues (such lists are sometimes generically called **LISTSERVs**). Once every two weeks or so, list participants will receive an e-mail "newsletter" from the NCAL/OTAN staff on breaking news and emerging issues in adult literacy technology.

To become a member of the e-mail list on technology, send an e-mail message to listserv@hlpusd.k12.ca.us with the words "subscribe OTAN-L Your Name" in the body, replacing Your Name with your first and last name. Do not include the quotation marks in your subscription message, but be sure to include the spaces as shown above. If you have trouble using the system, send a message with the word "help" in the body to listserv@hlpusd.k12.ca.us; the system will send back an e-mail message with a list of commands and an explanation of their use. Again, do not include the quotation marks in the message.

Participants will be able to hold interactive discussions on issues raised in the newsletter by sending e-mail messages to the address otan-l@listserv.hlpusd.k12.ca.us. These messages are "reflected" back to all of the list participants. Participants may then comment upon both the original newsletter and their fellow participants' messages by sending messages to otan-l@listserv.hlpusd.k12.ca.us.

USENET Discussion Group on Adult Education and Adult Literacy

In March 1994 NCAL helped establish a new USENET discussion group on adult education and adult literacy entitled "MISC.EDUCATION.ADULT." The USENET system (sometimes called the "NetNews" or "Network News" system) is a giant, world-wide bulletin board where people interested in a topic can converse using e-mail-like messages. Because USENET is so large, the bulletin board is divided into separate discussion spaces using a hierarchy of names. There are seven major discussion areas, each represented in the actual USENET list by a three or four letter abbreviation: Recreation (rec), Computers and Networking (comp), the USENET system (news), Science (sci), Social (soc), Discussion (talk), Miscellaneous (misc), and Alternative Views (alt). Each major discussion area is further divided into subdiscussions. Thus the Miscellaneous major discussion group has a set of subdiscussions on education issues. The group on adult education and adult literacy is one of those.

Like a mailing list, the discussion consists of electronic messages. A person who wants to discuss an issue posts a USENET message to a group which is relevant to the issue. For instance, a discussion of retention issues in adult literacy or adult education would be held in MISC.EDUCATION.ADULT, while a discussion of Star Trek would be held in REC.ARTS.STAR.TREK. The title of a group usually suggests the appropriate content; in addition, most services have a directory of USENET groups and their topics on-line. Unlike e-mail lists, however, USENET messages do not appear in your e-mail box. Instead, USENET messages are stored on a large computer called a server. To participate in a USENET discussion, you must log into a USENET server, select the discussion group, and then select the messages listed in that group which interest you. To respond, use the USENET software provided on your system to post a new message.

NCAL plans to hold a series of discussions about the videoconference in MISC.EDUCATION.ADULT. It is hoped that the USENET group will be a place where practitioners who participated in the videoconference will be able to electronically meet one another, exchange ideas and information, and build human contacts using electronic means.

NCAL's Internet Gopher

NCAL established an Internet Gopher server in April 1993. The Internet Gopher is software that allows the user to recover information stored on computers that are connected to the Internet. Gopher uses a series of menus to help users find information resources and then transfer those information resources, whether they are software or electronic documents, to their computers.

NCAL uses its Gopher to electronically distribute its research publications, newsletters, calendar of events, and information about related programs in the University of Pennsylvania's Literacy Research Center. In addition to electronic publications, NCAL's server also offers two other services. Through its Gopher, NCAL has made available its searchable database of information about adult literacy software and companies that publish adult literacy software. NCAL's Gopher can also lead you to other Gopher servers that have adult literacy resources, including archives of free or low-cost software, electronic journals related to adult literacy, databases from the Educational Resource and Information Center (ERIC) system, and the OTAN adult literacy archives. For the videoconference, NCAL has created a new area within its Gopher containing materials developed for the videoconference, including copies of all the documents included in the participant packets.

If you are using America Online, Delphi Internet Services, or OTAN to access the Internet, read Part II of this document for more directions on finding the videoconference resources. If you are using an institutional access point, read Part III of this document for general hints on finding these resources. If you do not currently have access to the Internet, you may gain access to the Internet by subscribing to America Online (AOL), Delphi, OTAN, or any of the services listed in the document "Joining the On-line Community, Part III." See Part II of this document for details on subscribing to AOL, Delphi, or OTAN and the relative merits of all three.

Part II: Using America Online, Delphi Internet Services, or OTAN to Find Internet-based Videoconference Resources

Until very recently, finding a reasonably-priced Internet access point has been difficult. In the last few months, however, America Online and Delphi Internet Services have begun to offer modem access to the Internet. In addition, the Outreach and Technical Assistance Network (OTAN) in California now provides Internet access through its existing bulletin board system. OTAN's system offers an outstanding communications forum and information resource at low cost and is the preferred choice for practitioners in California. Outside of California, America Online (AOL) is the recommended access provider because it offers 10 free hours of service to new users, has an easy to install and easy to use interface, and has several proprietary information resources and communication groups devoted to adult literacy. However, AOL's Internet features are still incomplete and somewhat error-prone. Delphi Internet Services offers a full range of Internet services, but the user interface is text-only and the introductory offer includes only 5 free hours of use.

The sponsors of this videoconference neither support nor endorse the use of any of the on-line services mentioned in this document; any recommendations are for informational purposes only.

For additional information on accessing on-line services and resources, see "Joining the On-line Community, Parts I-III" in the reference materials section of this guide.

America Online

Phone: 1-800-827-6364

Subscribing:

If you are not already a member of America Online, do the following:

1. If you or your program has more than one computer, decide which computer will be used to dial into America Online.
2. If you do not have one, order a modem and cable. Preferably, the modem should operate at 9,600 or 14,400 bps. However, the modem **MUST** be compatible with the Hayes AT command set (the modem package should say something to the effect of "Hayes Compatible" or "100% Hayes Compatible;" if you have questions, consult with the store where you plan to buy the modem). If any of these terms are unfamiliar to you, consult the "Glossary of Technology" that came with this packet.
3. If you have an IBM, find out how much random access memory (RAM) your computer has, how large the hard drive is, what type of video adapter it uses, the version of DOS you use, and (if applicable) the version of Windows used.
If you have a Macintosh, determine how much RAM memory you have, how large your hard drive is, and the version of the system software you use.
4. Call America Online at 1-800-827-6364. Provide the sales representative with the information about your computer that you collected earlier and ask them whether America Online's software will work with your

system. If not, ask them what you would have to add to your computer in order to make it work properly. America Online will ship you the software necessary to subscribe to America Online in 10-14 days. If you need help with any aspect of using America Online, call the same number (1-800-827-6364).

IMPORTANT: When you subscribe to America Online, the system will request your credit card number. America Online provides you 10 hours of free service during the first thirty days you are subscribed to the system. When the initial ten hours are used or after thirty days, subsequent connections to America Online will be charged to your credit card. We encourage you to monitor your on-line time carefully if you intend only to take advantage of the free time and do not intend to continue your subscription. The sponsors of this videoconference have not purchased connection time from America Online and are not responsible for usage charges arising from participation in any of the on-line follow-up activities.

Using America Online's Internet Features:

Below is a guide to finding and using America Online's (AOL) Internet features. This is not a comprehensive guide; you should first become familiar with AOL's Internet features before attempting to use these instructions.

America Online's Internet Center is still under construction; as a result, parts of this guide may be inaccurate due to "new construction." If you get lost, call the phone number listed above.

E-mail:

1. Log in.
2. Select the "Mail Gateway" command in the "Mail" menu.

To compose and send a message:

1. Click on the "Compose Mail" icon. An e-mail form will appear.
2. Enter the e-mail addresses of the recipients of the message in the "To" and "CC" fields. The addresses will either be the screen names of other AOL members or an Internet type address like joe@computer.anywhere.company.com.
3. Enter the subject and body of the message.
4. Click on the "Send Now" icon.

To read a new or previously received message:

1. Select the "Read New Mail" command from the "Mail" menu.
2. Click on the "Read" button.

USENET Bulletin Board System:

1. Log in.
2. Select the "Keyword" command in the "Go To" menu.
3. Enter "internet" in the "Enter keyword" field.
4. Click on the "Newsgroups" icon.
5. Click on the "Enter USENET Newsgroups" icon.

To read the default newsgroups:

1. Click on the "Read My Newsgroups" icon.
2. Scroll down the list of newsgroups.
3. Choose the group you wish to read and click "List Unread."
4. Choose a message you wish to read and click "Read Message."

To reply to a message you have read:

1. Click on the "Send New Message" icon.
2. Enter a subject and text.
3. Click on send.

To add a new group (like MISC.EDUCATION.ADULT) to your list of newsgroups:

1. Click on the "Add Newsgroups" icon.
2. Select the major topic area you wish to explore and then click on "List Topics" (if you want to add MISC.EDUCATION.ADULT, you will need to click on "Miscellaneous" here).
3. Select the sub-topic you wish to explore and click on "List Newsgroups" (for MISC.EDUCATION.ADULT, click on "Education" here).

4. Select the newsgroups you wish to add and click on "Add." If you wish to explore the group before adding it to your list, you may list the topics or read messages using the appropriate buttons.

Internet Gopher:

1. Log in.
2. Select the "Keyword" command in the "Go To" menu.
3. Enter "internet" in the "Enter keyword" field.
4. Click on the "Gopher & WAIS Databases" icon.

NOTE: Because America Online's Internet Gopher software was still under development at the time this was written, more explicit directions could not be provided. The National Center on Adult Literacy's Gopher will be listed in the "Editor's Choice" area of AOL's software. Select this option and look for a server named "National Center on Adult Literacy/Litnet."

Delphi Internet Services, Inc.
Phone: 1-800-695-4005

Subscribing:

If you are not already a member of Delphi Internet Services, do the following:

1. If you or your program has more than one computer, decide which computer will be used to dial into Delphi.
2. If you do not have one, order a modem and cable. Preferably, the modem should operate at 9,600 or 14,400 bps. However, the modem **MUST** be compatible with the Hayes AT command set (the modem package should say something to the effect of "Hayes Compatible" or "100% Hayes Compatible;" if you have questions, consult with the store where you plan to buy the modem). If any of these terms are unfamiliar to you, consult the "Glossary of Technology" that came with this packet.
3. If your modem did not come with terminal emulation software (software which controls the modem and allows you to communicate with Delphi), you will need to purchase it from a software vendor. The most popular packages for IBM compatibles is ProComm 2.4 from DataStorm and SmartCom from Hayes Microsystems. On the Macintosh, the most popular packages are MicroPhone Pro from Software Ventures and SmartCom II from Hayes Microsystems. You will need to become familiar with the software before attempting to connect with Delphi. Specifically, become familiar with the stop bit, data bits, and parity settings in the software. The software's manual should help you sort out these settings.
4. Call Delphi at 1-800-695-4005. The sales representative will give you a user name and password which will allow you to log into the system. Also ask the sales representative to give you the parity, data bits and stop bit settings for your modem software.

IMPORTANT: When you subscribe to Delphi Internet Services, the system will request your credit card number. Delphi provides 5 hours of free service during the month in which you subscribe. When the initial five hours are used or at the end of the month in which you initiated your subscription, subsequent connections to Delphi will be charged to your credit card. We encourage you to monitor your on-line time carefully if you intend only to take advantage of the free time and do not intend to continue your subscription. The sponsors of this videoconference have not purchased connection time from Delphi Internet Services and are not responsible for usage charges arising from participation in any of the on-line follow-up activities.

Using Delphi's Internet Features:

To use any of Internet services, you must first register as an Internet user. Delphi charges an additional \$3 per month for access to Internet tools. To register as an Internet user:

1. Log in.
2. Enter "Terms" and hit return. This will take you through the terms of use for Delphi's Internet service. Be sure to read this document before continuing.
3. Enter "Register" and hit return.
4. Enter "Exit" and hit return. This will leave you in Delphi's Internet special interest group (SIG). Entering "Exit" and hitting return a second time will return you to the main menu.

E-mail:

To compose and send a message:

1. Log in.
2. Enter "mail" and hit return.
3. Enter "mail" (again) and hit return.
4. Enter "send" and hit return.
5. Next to "To" enter the e-mail address of the person you want to receive the message.
 - a. If the recipient is a Delphi member, just enter the person's Delphi user name.
 - b. If the recipient has an account on any other system, use this form:
If the address is Joe.Dimaggio@damned.yankees.ny.com, enter the following next to "To:"
IN%`"Joe.Dimaggio@damned.yankees.ny.com"`
6. Enter a subject and hit return.
7. Enter the text of the message. When you are finished entering the text, hit the "Control" (sometimes abbreviated "ctrl") and "Z" keys simultaneously to send the message.

To read a new or previously received message:

1. Log in.
2. Enter "mail" and hit return.
3. Enter "mail" (again) and hit return.
4. Enter "read" and hit return. This will display the most recently received message. By hitting additional returns, previous messages will be displayed.
5. To stop reading, hit "Control" and "C" simultaneously.

USENET Bulletin Board:

1. Log in.
2. Enter "Internet" and hit return TWICE.
3. Enter "usenet" and hit return.
4. Enter "usenet" (again) and hit return.

To read the MISC.EDUCATION.ADULT group and save it to your list of "personal favorites":

1. Enter "2" and hit return.
2. Enter "misc.education.adult" and hit return.
3. Enter "all" and hit return. This will allow you to read all of the messages archived in the last week or two.
4. Enter "save" and hit return. When asked to confirm that you want this group added to your personal list, enter "y" and hit return.
5. To continue reading, choose a subject, enter its number and hit return.
6. To discontinue reading at any time, hit "Control" and "C" at the same time. Entering "back" will take you back to the Usenet reader menu.

Once you have added MISC.EDUCATION.ADULT to your "favorites" list, you can read postings by doing the following:

1. Enter "1" and hit return.
2. Find the group's number, enter it and hit return.
3. Enter "unread" and hit return to read all new messages since you last logged in.

Internet Gopher:

1. Log in.
2. Enter "Internet" and hit return TWICE.
3. Enter "gopher" and hit return.

To find the National Center on Adult Literacy Gopher:

1. Enter the number corresponding to the "Social Sciences, History, and Education" menu entry and hit return.
2. Enter the number corresponding to the "Education" menu and hit return.
3. Enter the number corresponding to the "National Center on Adult Literacy" menu item and hit return.

The same process of entering the number of the desired information and hitting return will enable you to retrieve information from the NCAL server.

Outreach and Technical Assistance Network (OTAN)

Phone: 1-800-894-3113

Subscribing:

1. If you or your program has more than one computer, decide which computer will be used to dial into OTAN.
2. If you do not have one, order a modem and cable. Preferably, the modem should operate at 9,600 or 14,400 bps. However, the modem **MUST** be compatible with the Hayes AT command set (the modem package should say something to the effect of "Hayes Compatible" or "100% Hayes Compatible;" if you have questions, consult with the store where you plan to buy the modem). If any of these terms are unfamiliar to you, consult the "Glossary of Technology Terms" that came with this packet.
3. If you have an IBM, find out how much RAM memory your computer has, how large the hard drive is, what type of video adapter it uses, the version of DOS you use and the version of Windows (if applicable). If you have a Macintosh, determine how much RAM memory you have, how large your hard drive is, and the version of the system software you are using.
4. Call OTAN at 1-800-894-3113. Provide the sales representative with the information about your computer that you collected earlier and ask them whether OTAN's software will work with your system. The OTAN software is \$99.00. On-line charges for administrators are \$14.00 per month, which includes the first hour; additional hours are billed at \$12.00 per hour. Classroom teachers are eligible for special pricing: \$2.00 per month for one hour; additional hours are billed at \$12.00 per hour. The system supports Macintosh, Windows, and MS DOS users.

IMPORTANT: The sponsors of this videoconference have not purchased connection time from OTAN and are not responsible for usage charges arising from participation in any of the on-line follow-up activities.

Using OTAN's Internet Features:

See OTAN's user's guide and materials for information on using Internet E-mail, the USENET bulletin board system, and the Internet Gopher.

Part III: Using Institutional Internet Access Points to Find Internet-based Videoconference Resources

This section is intended for those individuals who already have access to the Internet through an institutional network—most likely in a university or community college setting. If you do not have access to the Internet yet, consult Part II of this document or Part III of the document "Joining the On-line Community."

Because of the enormous variety of Internet software tools used for e-mail, the USENET bulletin board system, and Gopher, these directions can only be general in nature. For more information, consult your network specialist or laboratory assistant. In addition, there are several excellent references available about the Internet and different tools for UNIX, Macintosh, DOS, and Windows. Consult the reference list for more details.

USENET Bulletin Board System:

On most UNIX systems, the USENET bulletin board system is accessed using the "nn" or "rn" software packages. Videoconference-related discussions will be held in the MISC.EDUCATION.ADULT newsgroup. In the nn reader, you can edit the .newsr file to subscribe to the group using a text editor like vi, ed or emacs. To subscribe to MISC.EDUCATION.ADULT, change the exclamation point at the end of MISC.EDUCATION.ADULT entry in the .newsr to a colon. **WARNING:** do not attempt to reconfigure your newsreader unless you are familiar with nn and its operation.

On the Macintosh, there are several popular (and free) newsreaders, including NewsWatcher and InterNews. On the PC, the most popular freeware newsreader is Trumpet, which will run on DOS and some Windows machines. Check your software's documentation for more details about subscribing to and participating in newsgroups like MISC.EDUCATION.ADULT.

Internet Gopher:

Find the number and related instructions which best describes your system and your knowledge of that system.

1. If you already have Gopher installed on your hard drive or know how to use a telnetable

Gopher client:

NCAL's server may be found on the "Home Gopher Server" in the folder/directory "Other Gopher and Information Servers/All Gopher Servers in the World" under the name "National Center on Adult Literacy/Litnet." Or you may point your Gopher client at "litserver.literacy.upenn.edu."

2. If your computer is already configured to use Internet communications software (i.e., telnet, ftp, netnews, etc.) and you know how to use FTP:

Gopher clients (i.e., software used to communicate with computers using Gopher) may be obtained free of charge via FTP (file transfer protocol) from the University of Minnesota. FTP to "boombox.micro.umn.edu"; the Gopher clients are stored in the "pub/gopher" folder/directory. Currently, clients are available for the following operating systems: Macintosh (TurboGopher is the best Mac version), Windows, DOS (several versions of varying quality), OS/2, NeXT, Unix, and VMS. Installation instructions are included with the client software; make sure to download any "readme" files as well.

Once you have installed and started up your Gopher client, NCAL's server may be found on the "Home Gopher Server" in the folder/directory "Other Gopher and Information Servers/All Gopher Servers in the World" under the name "National Center on Adult Literacy."

IMPORTANT: To work properly, your computer or LAN must be connected directly to the Internet or have access to a Serial Line Internet Protocol (SLIP) or Point-to-Point Protocol (PPP) modem service. Additionally, you must have the proper packet drivers (software which facilitates communication via the Internet). If you are not sure your computer is properly configured for Internet communications, consult your network or computer lab administrator before attempting to install or use Gopher.

3. If you know how to start a telnet session, either from a machine directly connected to the Internet or by using a modem:

There are several telnetable Gopher clients (i.e., clients which may be accessed using a terminal emulation program; some terminal emulators are designed for computers that are directly connected to the Internet, others may be used with a modem):

Hostname	IP#	Login	Area
consultant.micro.umn.edu	34.84.132.4	gopher	North America
uxl.cso.uiuc.edu	128.174.5.59	gopher	North America
panda.uiowa.edu	128.255.40.201	panda	North America
gopher.msu.edu	35.8.2.61	gopher	North America
gopher.ebone.net	192.36.125.2	gopher	Europe
info.anu.edu.au	150.203.84.20	info	Australia
tolten.puc.cl	146.155.1.16	gopher	South America
ecnet.ec	157.100.45.2	gopher	Ecuador
gan.ncc.go.jp	160.190.10.1	gopher	Japan

Telnet clients may not allow you to download fully formatted documents. However, the telnet client can send any plain text document to your e-mail account. If you choose to e-mail yourself any of NCAL's longer documents, be sure to choose the text version.

NCAL's server may be found on the "Home Gopher Server" in the folder/directory "Other Gopher and Information Servers/All Gopher Servers in the World" under the name "National Center on Adult Literacy."

IMPORTANT: You may have access to telnet and not realize it. Many e-mail accounts are accessed using telnet. If, to access your e-mail account, you must enter a long, period-separated hostname like those listed above, you may have access to telnet. Check with your network administrator for more details.

4. If you are not using any of these services currently:

If you have a local area network or computer laboratory in your place of work, public library, or literacy program, check with the network or laboratory administrator to see if you can gain access to the Internet from their facility. You may have Internet services but not realize that you do.

Even if you have no affiliations with Internet-capable institutions, you may still be able to access the Internet. Any personal computer equipped with a modem (a device which allows computers to exchange information with one another via plain phone lines) can communicate with the Internet. In order to do so, you will need to subscribe to either a commercial on-line service or a community Internet access point (often called a Freenet). As of this writing, the two largest providers of commercial access to Gopher services are Delphi Internet Services and America Online. See Part III of the document series "Joining the On-line Community" for more information.

BEST COPY AVAILABLE

Action Planning Form

While information and ideas from the videoconference *Technology: New Tools for Adult Literacy* are still fresh in your mind and your attention is still focused on these issues, we urge you to develop an action plan and determine specific follow-up action steps to help you and other staff members move the technology agenda forward within your program. The following questions may help you as you develop an action plan:

- What attitudinal barriers exist within your program that impede the use/increased use of technology? What other barriers exist within your program? What step(s) will you take to attempt to break down these barriers?

- You may not have given much thought to the benefits of using technology with adult literacy students, and/or you may be surprised by some of the benefits you heard about today. What step(s) will you take to further explore the benefits of using technology with adult students in your program?

- What step(s) will you take to increase your own knowledge base about the application of technology to adult literacy?

- What step(s) will you take to continue the creative dialogue on identifying and developing innovative applications of technology?

- What step(s) will you take to address the issue of staff development on technology, within your program? With other adult literacy practitioners in your community?

- What step(s) will you take to address the issue of scarce funding resources? What specific sources of funding will you explore? What ideas will you explore for innovative access to technology and leveraging of financial resources in your area?

Tutor Information

Tutors in the Calumet Area Literacy Council (CALC) may check out the notebook computer for use with students.

- Call 852-2237 to reserve the notebook computer.
- Check out the computer at the Circulation Desk. The computer is to be used in-house only and may not leave the building.
- Software manuals for specific programs can be checked out for in-house use as well. Request the appropriate manual when you check out the computer.
- Learner disks for "A Day in the Life..." are available at the Circulation Desk. There is no charge for these disks.

Blank floppy disks for use with other programs are available at the Circulation Desk for \$1.00.

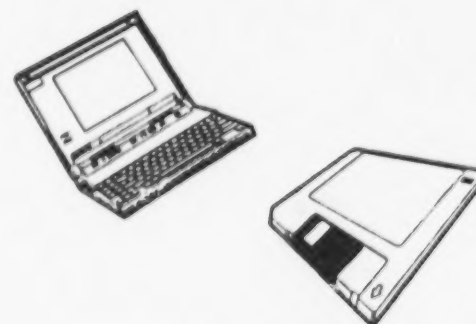
- Be sure to return the computer and all accessories before leaving!

Note: No appointment is necessary to use the Apple IIGS computers and software. However, it is a good idea to call ahead to make sure they are available when you are ready to use them.

Also Available: Apple IIGS Software

- Bank Street Writer Plus
- Basic Math Competency Skill Building
- English Grammar Computerized
- English on the Job
- Homonyms and Confusing Pairs
- Laubach Way to Reading
- Learn-A-Word
- Math for Everyday Living
- Math on the Job
- New Print Shop
- Newspaper Literacy
- Odds & Ends
- Resumes Made Easy
- Spelling Rules
- Type to Learn
- Word Families

Hammond Public Library and Calumet Area Literacy Council



Learning Software

Tutor Information

Background

In 1994 the Hammond Public Library, in cooperation with the Calumet Area Literacy Council, was able to extend its services to older adults thanks to an LSCA (Library Services and Construction Act) Title VI, Library Literacy grant.

Notebook computers and software, books, and audio and video materials were purchased to allow tutors to teach older adults wherever they lived or attended programs.

Although the materials were purchased with older adults in mind, all age levels will be able to benefit.

In addition to the IBM-compatible notebook computer software, tutors are also encouraged to use the Apple IIGS computers located in the Main Library CALC area and at the branch libraries and most reading centers.

Books, audio cassettes and VHS video cassettes may also be checked out to use with students. Information Services will be able to help tutors locate Adult New Reader materials.

Notebook Computer Programs Available

Biography Maker

A program that guides users through on-screen questions in writing and printing their remembrances and experiences.

A Day in the Life...

This program uses real-life job tasks to teach basic skills. Learners build reading, writing, and math skills in five modules: Health, Food Service, Clerical, Maintenance, and Retail. Requires a learner's disk available at Circulation Desk.

Eye Relief

Large-type word processing software. Allows user to work on-screen with large text.

Food Bargains

Offers ways to keep food bills low without sacrificing nutritional quality.

How to Read for Everyday Living

Simulations such as reading a medicine bottle label, reading a road map, reading a menu, reading advertisements.

How to Write for Everyday Living

Simulations such as writing a resume, completing an employment form, writing a check, writing a letter, organizing information into lists.

Making and Keeping Budgets

Covers budgeting methods and terms. The goal is to show how not to run out of money before the next paycheck.

Mavis Beacon Teaches Typing

Teaches keyboarding skills covering basic typing and computer keyboard basics.

Microsoft Works

Integrated word processor, spreadsheet, database and communications program.

"Resu-Riter" Resume Writer

Resume and cover letter preparation software. Users can save work to disk for subsequent editing or updating.

The Right Check Writer Tutor

Users will learn skills such as writing out a check, filling out a deposit slip, reconciling a bank statement, stopping payment and voiding checks.

Solitaire

On-screen card game which gets users familiar with mouse/trackball use.

Taking Charge of Charge Cards

Outlines the basics of credit and explains how charge cards work. It reveals what to look for in a card and some of the hidden dangers in using credit.

Word Families

Program provides practice in word families such as short a (stab, back), long a (face, make), etc.

Computer Classes - LSCA Older Adults - 1994

Sessions at Main Library - 1 ½ hours

Sessions offsite - 2-3 hours

January 10	Main Library	4 sessions
January 12	Main Library	4 sessions
January 17	Main Library	4 sessions
January 20	Main Library	3 sessions
January 24	Main Library	4 sessions
January 26	Main Library	4 sessions
January 31	Main Library	4 sessions
February 2	Main Library	4 sessions
February 3	Main Library	3 sessions
February 17	Main Library Hammond Elderly Housing	1 session 1 session
February 28	Main Library	4 sessions
March 1	Main Library	4 sessions
March 10	Main Library Renaissance Towers	2 sessions 1 session
March 15	Main Library	4 sessions
March 22	Hammond Elderly Housing Main Library	1 session 3 sessions
March 23	Main Library	4 sessions
March 28	Main Library	4 sessions
March 29	Hammond Elderly Housing Main Library	1 session 3 sessions
March 31	Renaissance Towers Main Library	1 session 3 sessions
April 5	Hammond Elderly Housing	1 session
April 6	Main Library	3 sessions
April 7	Renaissance Towers Main Library	1 session 3 sessions

April 11	Main Library	4 sessions
April 12	Main Library	4 sessions
April 13	Renaissance Towers	1 session
April 14	Main Library	3 sessions
April 18	Main Library	4 sessions
April 19	Main Library	4 sessions
April 21	Hammond Civic Center	1 session
April 25	Main Library	4 sessions
April 26	Main Library	2 sessions
April 27	Main Library	1 session
May 2	St. Margaret Mercy Hospital	1 session
May 9	St. Margaret Mercy Hospital Renaissance Towers	1 session 1 session
May 11	Hammond Civic Center	1 session
May 16	St. Margaret Mercy Hospital Renaissance Towers	1 session 1 session
May 18	Hammond Civic Center	1 session
May 23	St. Margaret Mercy Hospital Renaissance Towers	1 session 1 session
May 24	St. Margaret Mercy Hospital	1 session
May 31	Renaissance Towers	1 session
June 1	YWCA Adult Day Care	1 session
June 6	St. Margaret Mercy Hospital	1 session
June 7	St. Margaret Mercy Hospital	1 session
June 13	St. Margaret Mercy Hospital	1 session
June 14	St. Margaret Mercy Hospital	1 session
June 29	Main Library	1 session
July 6	Main Library	2 sessions
July 13	Main Library	2 sessions

THIS BROCHURE DEVELOPED
UNDER A GRANT FROM THE
DEPARTMENT OF EDUCATION,
LSCA TITLE VI,
LIBRARY LITERACY.

OLDER ADULTS CAN
PREPARE FOR JOBS AND
GAIN GREATER PERSONAL
FULFILLMENT.

TO ACCOMPLISH THESE
GOALS, MANY NEED
TO STRENGTHEN THEIR
SKILLS IN READING,
MATH, SPELLING
AND WRITING.

48

12/94

HAMMOND PUBLIC LIBRARY

564 STATE STREET
HAMMOND, IN 46320
219-931-5100

EDUCATIONAL
OPPORTUNITIES

FOR

OLDER ADULTS:

A Resource List

from the

Hammond Public
Library

49

BEST COPY AVAILABLE

The following community resources in literacy, education and job training are available for older adults.

**CALUMET AREA
LITERACY COUNCIL**

564 State Street
Hammond, IN 46320
Phone: 852-2226

One-to-one adult tutoring using the Laubach method, books and computers.

**HAMMOND PUBLIC
LIBRARY**

Information Services
564 State Street
Hammond, IN 46320
Phone: 852-2243

Books, audios, and videos on all aspects of job seeking; G.E.D. test books, adult literacy books and computers.

**AARP SENIOR
COMMUNITY SERVICE
EMPLOYMENT PROGRAM**

2912 East 83rd Place
Merrillville, IN 46410
Phone: 942-4097

Assistance for older workers in employment and reentering the job market.

**ALSE CLEMENTE
CENTER, INC.**

3616 Elm Street
East Chicago, IN 46312
Phone: 391-8393 or 391-8486

Programs and classes for social, educational, recreational, and health needs.

**CALUMET COLLEGE OF
ST. JOSEPH**

Senior Community Service Employment Program
2400 New York Avenue
Whiting, IN 46394-2195
Phone: 473-4334

Training to assist low income older adults to reenter the job market.

DE LA GARZA CENTER

401 East Columbus Drive
East Chicago, IN 46312
Phone: 391-4205 or 391-4206

Vocational training programs for all ages.

**HAMMOND ADULT
EDUCATION**

5727 Sohl Avenue
Hammond, IN 46324
Phone: 933-2419

Adult basic education, G.E.D. classes, vocational training, workplace literacy.

**INDIANA WORKFORCE
DEVELOPMENT**

5217 Hohman Avenue
Hammond, IN 46320
Phone: 937-0381

Job training and placement.

**LAKE COUNTY PUBLIC
LIBRARY**

Literacy Program
1919 W. 81st Avenue
Merrillville, IN 46410
Phone: 769-3541, ext. 309

Adult tutoring, English as a second language, adult literacy books and computers.

SENIOR

No Admission Charge

Day

1:00 p.m.
Blood Pressure
Checks

Clara Takacs,
Outreach Librarian

Hammond Public Library
564 State Street
Program

"Exposing Scams and Frauds"
plus
"Shopping Tips to Stretch Your Dollar"

Presented By
Lillian O. Garth

of
Consumer Credit Counseling
Service of Northwest Indiana, Inc.

October 26, 1993
1:00 p.m.

For Information Call 931-5100



Refreshments
All Seniors Invited

Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance **933-3455**

Cosponsors:
The Anderson Foundation
Friends of the Library
Van Til's
Walgreens

SENIOR

No Admission Charge

Day

1:00 p.m.
Blood Pressure
Checks by
Students From
Aristotle College

*Clara Takacs,
Outreach Librarian*

**Hammond Public Library
564 State Street
Program**

**"The Community Working Together:
How You Can Help"**

**Presented by
Zora Ludwig
of
Capes House**

**November 23, 1993
1:00 p.m.**

For Information Call 931-5100



Refreshments

All Seniors Invited

Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance **933-3455**

Cosponsors:
The Anderson Foundation
Friends of the Library
Van Til's
Walgreens

SENIOR

No Admission Charge

Day

1:00 p.m.
Blood Pressure
Checks by
Students From
Aristotle College

*Clara Takacs,
Outreach Librarian*

**Hammond Public Library
564 State Street**

Program

**The Season of Christmas:
A Panorama
of Celebration**

**An Address by Times Columnist
Tina Krause**

**December 21, 1993
1:00 p.m.
(please note early date)**

For Information Call 931-5100



**Refreshments
All Seniors Invited**

Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance **933-3455**

Cosponsors:
The Anderson Foundation
Friends of the Library
Van Til's
Walgreens

SENIOR

No Admission Charge

Day

1:00-1:30
Blood Pressure
Checks by
Students From
Aristotle College

*Clara Takacs,
Outreach Librarian*

Hammond Public Library
564 State Street

Program

Country & Western Dancers

Dick & Ella - Jim & Marcella

The Country Stompers

Tuesday, February 22, 1994
1:30 p.m.

For Information Call 931-5100



Refreshments

All Seniors Invited

Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance **933-3455**

Cosponsors:

The Anderson Foundation
Friends of the Library
Van Tll's
Walgreens

SENIOR

No Admission Charge

DAY

1:00-1:30
Blood Pressure
Checks by
Students From
Aristotle College

*Clara Takacs,
Outreach Librarian*

**Hammond Public Library
564 State Street**

Program

Living Today
and Planning for Tomorrow

Presented by
Margo O'Malley
Assistive Living Program
Munster Med-Inn

Wednesday, March 30, 1994
1:30 p.m.

For Information Call 931-5100



Refreshments All Seniors Invited

Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance **933-3455**

Cosponsors:

The Anderson Foundation
Friends of the Library
Van Til's
Walgreens

SENIOR

No Admission Charge

DAY

1:00-1:30
Blood Pressure
Checks by
Students From
Aristotle College

*Clara Takacs,
Outreach Librarian*

**Hammond Public Library
564 State Street**

Program

How to Become
Street-Smart Seniors

Presented by
Jean Arbuckle
of
Greater Hammond Community Service

Tuesday, April 26, 1994
1:30 p.m.

For Information Call 931-5100



Refreshments

All Seniors Invited

Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance **933-3455**

Cosponsors:

The Anderson Foundation
Friends of the Library
Van Til's
Walgreens

SENIOR

No Admission Charge

Day

1:00-1:30
Blood Pressure
Checks by
Students From
Aristotle College

*Clara Takacs,
Outreach Librarian*

Hammond Public Library
564 State Street

Program

"Welcoming Blue Birds: An
Endangered Species Making
a Comeback"

Presented by
Gene Bissing

Also: Video... "Birds of North America"

Tuesday, May 24 1994
1:30 p.m.

For Information Call 931-5100



Refreshments

All Seniors Invited

Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance 933-3455

Cosponsors:
The Anderson Foundation
Friends of the Library
Van Tilt's
Walgreens

SENIOR

No Admission Charge

Day

1:00-1:30
Blood Pressure
Checks by
Teri Clark
B. H. M. Health
Associates

*Clara Takacs,
Outreach Librarian*

**Hammond Public Library
564 State Street**

Program

"How Does Your Garden Think"

Presented by
Lois Cox

Master of Gardening
and
Composting

Tuesday, June 28, 1994
1:30 p.m.

For Information Call 931-5100



**Refreshments
All Seniors Invited**

Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance **933-3455**

Cosponsors:
The Anderson Foundation
Friends of the Library
Van Til's
Walgreens

SENIOR

No Admission Charge

DAY

1:00-1:30
Blood Pressure
Checks by
Teri Clark
B. H. M. Health
Associates

*Clara Takacs,
Outreach Librarian*

**Hammond Public Library
564 State Street**

Program

Terri Clark
of
B.H.M. Health Associates, Inc.
presents
A Plan for Home Health Care
with B.H.M.

Also: Remembering Summer
a
BI - Folkal Video

**Tuesday, July 26, 1994
1:30 p.m.**

For Information Call 931-5100



Refreshments All Seniors Invited

Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance **933-3455**

Cosponsors:
The Anderson Foundation
Friends of the Library
Van Til's
Walgreens

SENIOR

No Admission Charge

DAY

1:00-1:30
Blood Pressure
Checks by
Teri Clark
B. H. M. Health
Associates

Outreach Librarian

**Hammond Public Library
564 State Street**

Program

Lois Cox

of the
Senior Community
Employment Program

"Taking the Stress Out of Getting a Job"

**Tuesday, August 23, 1994
1:30 p.m.**

For Information Call 931-5100



**Refreshments
All Seniors Invited**

Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance **933-3455**

Cosponsors:
The Anderson Foundation
Friends of the Library
Van Til's
Walgreens

SENIOR

No Admission Charge

Day

Outreach Librarian

**Hammond Public Library
564 State Street**

Program

Tuesday, September 27, 1994

1:00 - 1:30 p.m.

**Blood Pressure Screening
BHM Health Associates**

1:30 p.m.

Jane Schroeder, RN

"How To Get The Most Out of Your Doctor's Visits"

2:30 p.m.

"Remembering the Home Front"

film and songs from the World War II years

For Information Call 931-5100



Refreshments

All Seniors Invited

**Transportation can be obtained
by calling Greater Hammond
Community Services at least
24 hours in advance 933-3455**

Cosponsors:

**The Anderson Foundation
Friends of the Library
Van Til's
Walgreens**



Hammond Public Library

564 STATE STREET • HAMMOND, INDIANA 46320 • (219) 931-5100
FAX: (219) 931-3474 • TDD: (219) 852-2232

November 1994

ARTHUR S. MEYERS
Director

Dear Union Member,

The Hammond Public Library and the Calumet Area Reading Council (CALC) invite you to make good use of our free adult literacy services.

The Library and CALC provide services to help union members and retirees improve their reading, math, spelling and writing skills. The goals are to gain more personal fulfillment and prepare for future jobs. The free services are available thanks to federal grants.

The CALC volunteer tutors help adults move up the learning ladder on a one-to-one basis. The tutors meet with the adults on a weekly basis in a library or other community location.

Apple computers and learning software are available in the CALC area in the Main Library and at several neighborhood library locations. Adults use the computers on their own or as part of their tutoring through CALC.

The computer programs help adults learn to type, fill out job applications, and improve math and English on the job. Some of the programs are at the beginning level for vocabulary and spelling. Specialized programs help a person improve reading in real-life workplace situations and prepare a resume.

The Library also has video cassettes on improving pronunciation and conversational skills. Audio cassettes on reading, writing and the popular Hooked on Phonics series may be borrowed.

Books of high interest and easy vocabulary help adults move into reading at their own pace. Books for family reading can be borrowed.

Hammond Public Library and the Calumet Area Literacy Council are ready to help union members and retirees strengthen their literacy skills. Call on us!

Tutoring assistance	852-2226
Books, videos and audios	852-2243
Speaker at a meeting	852-2230

Joann Broderick
Executive Director
Calumet Area Literacy Council

Arthur S. Meyers
Library Director
Hammond Public Library

NWI LABOR ORGANIZATIONS

AFL-CIO Community Service Liaison
Porter County United Way
825 E. Lincolnway
Valparaiso, IN 46383 464-3583

AFL-CIO Community Service Liaison
Lake Area United Way
221 W. Ridge Rd.
Griffith, IN 46319 923-2301

AFL-CIO Job Corp.
504 Broadway, #727
Gary, IN 46402 882-2677

Boilermakers #374
6333 Kennedy Ave.
Hammond, IN 46323 845-1000

Boilermakers #524
Union Tank Car
6616 Kennedy Avenue
Hammond, IN 46323 845-1503

Bricklayers #6
7985 Marshall Street
Merrillville, IN 46410 769-3376

Calumet Project for Industrial Jobs
4012 Elm Street
East Chicago, IN 46312 398-6393

Carpenters District Council
#599 #1005 #1485
Millrights
#1043
780 Union Street 942-0510
Hobart, IN 46342 1-800/527-0486

Cement #406
1825 West 37th Avenue
Gary, IN 46408 884-7118

Cement #165
405 E. Chicago Avenue
East Chicago, IN 46312 398-1920

East Chicago A.F.T. #511
P.O. Box 2038
East Chicago, IN 46312 398-0660

Electrical Workers #697
2835 165th Street
P.O. Box 2189
Hammond, IN 46323 844-6386

Gary AFT #4
1301 Virginia Street
Gary, IN 46407 886-7320

Glaziers #82
P.O. Box 729
Crown Point, IN 46307 663-7668

Hammond AFT #394
5944 1/2 Hohman Avenue
Hammond, IN 46323 937-9554

Hospital Workers #1199
1301 Texas Street
Gary, IN 46409 885-3615

Iron Workers #395
2820 165th Street
P.O. Box 2099
Hammond, IN 46323 844-5120

Laborers #81
253 S. Washington Street
Valparaiso, IN 46383 462-8165

Laborers #41
6415 Kennedy Avenue
Hammond, IN 46323 844-1315

Musicians #203
7414 Indianapolis Blvd.
Hammond, IN 46324 845-0666

NALC 580
2824 173rd Street
Hammond, IN 46323 844-3828

NWI Building/Const. Trades Council
712 Highland Street
Hammond, IN 46320 931-8867

Northwest IN Fed. of Labor, AFL-CIO
63 W. 68th Place
Merrillville, IN 46410 769-4811

OCAW #7-210
2044 164th Place
Hammond, IN 46394 845-0898

OCAW #7-1 1547 121st Street Whiting, IN 46394	659-1181	United Transportation Union P.O. Box 557 Chesterton, IN 46340	929-5594
Operating Engineers #150 2193 W. 84th Place Merrillville, IN 46410	736-7710	USWA Sub-District 2 3629 Euclid Avenue East Chicago, IN 46312	398-2330
Painters #460 6250 Kennedy Avenue Hammond, IN 46323	844-5102	USWA Sub-District 1 1301 Texas Street Gary, IN 46409	886-9228
Painters #8 721 E. 25th Place Lake Station, IN 46405	962-3668	USWA District 31 720 W. Chicago Avenue East Chicago, IN 46312	398-2051
Pipe Fitters #597 6933 Grand Avenue Hammond, IN 46323	989-0145	USWA #2695 1301 Texas Street Gary, IN 46409	885-9251
Plumbers #307 5638 Hohman Ave., P.O. Box 544 Hammond, IN 46320	931-0857	USWA #1011 1803 Broadway East Chicago, IN 46312	398-3150
Plumbers #433 812 Ridge Road P.O. Box 376 Hobart, IN 46342	942-7224	USWA #1014 1301 Texas Street Gary, IN 46409	885-1014
Roofers #26 503 Conkey Street Hammond, IN 46324	932-3338	USWA #1010 3703 Euclid Avenue East Chicago, IN 46312	398-3100
SEIU #208 3750 Hayes Street Gary, IN 46408	884-4901	USWA #1066 1221 E. 37th Avenue Gary, IN 46409	887-0591
Sheet Metal Workers #20 3765 Arthur Street Gary, IN 46408	887-9541	USWA #13796 1313 West 167th Street Bldg. 6 Hammond, IN 46324	931-7789
Teamsters #142 1300 Clark Road Gary, IN 46404	949-1550	USWA #12775 2515 Portage Mall Portage, IN 46368	762-3729
UFCW #881 122 W. 22nd St. Oak Brook, IL 60521	1-800/622-0881	USWA #6787 1086 N. Max Mochal Hwy. Chesterton, IN 46304	926-7623
UFCW #546 (Meat Cutters) 1649 W. Adams Chicago, IL 60612	1-800/223-7809	USWA #6103 2519 Portage Mall Portage, IN 46368	762-4433

lborgan

65

CLERGY MAILING

Rev. Robert Dygert- Gearheart
First United Methodist Church
6635 Hohman Ave.
Hammond IN 46324

Rev. Richard Beck
Hessville Baptist Ch.
6423 Arizona Ave.
Hammond IN 46323

Pastor Lynn Spencer
Hoffman Street Baptist Ch.
1116 Hoffman St.
Hammond IN 46327

Pastor
Jehovahs Witness
636 Conkey St.
Hammond IN 46324

Pastor
Meadow Lane Baptist
7210 Meadow Lane
Hammond IN 46324

Rev. Patrick Gillis
New Community Baptist
5461 Calumet Ave.
Hammond IN 46320

Rev. David L. Moffett
Northside Baptist Ch.
643 Gostlin St.
Hammond IN 46327

Pastor
Pentecostal Ch. of God's Love
5549 Sohl Ave.
Hammond IN 46320

Pastor
Sardis Missionary Baptist
604 - 173rd St.
Hammond IN 46324

Rev. Carl Afman
Ham'd Christian Reformed
1910 -167th St.
Hammond IN 46324

Rev. David A. Kiesling
Hessville Bible Church
6518 Grand Ave.
Hammond IN 46323

Rev. Aletta Heath
Hyde Park United Methodist
6348 Harrison Ave.
Hammond IN 46324

Pastor
Jerusalem Deliverance Temple
819 Cherry St.
Hammond IN 46324

Elder Lee Frank
Memorial Ch. of God in Christ
6001 Howard Ave.
Hammond IN 46320

Rev. W.L. Frazier
New Hope Baptist
1117 Merrill St.
Hammond IN 46320

Pastor Paul Plavnick
Orchard Dr. Baptist Church
3425 Orchard Dr.
Hammond IN 46323

Rev. Bruce Stanek
Pine St. United Presbyterian
849 Chicago St.
Hammond IN 46327

Rev. Walter Rakoczy
St. Adalbert Church
1340 -121st St.
Whiting IN 46394

Pastor
Ham'd Grace Korean Baptist Ch.
1116 Hoffman St.
Hammond IN 46327

Pastor
Hessville Ch. of Christ
6532 Arizona Ave.
Hammond IN 46323

Rev. Juan Rodriguez
Iglesia Del Pueblo Church
5461 Calumet Ave.
Hammond IN 46320

Rev. Albert Johnson
Living Water Missionary Baptist
6511 Jefferson Ave.
Hammond IN 46324

Rev. A. R. Burns
Mt. Zion Baptist Ch.
1047 Kenwood St.
Hammond IN 46320

Rev. Charles Hudson
New Salem Baptist
833 Conkey St.
Hammond IN 46320

Rev. Joseph Murphy
Our Lady of Perpetual Help
7104 Arizona Ave.
Hammond IN 46323

Rev. Richard Stadt
Riverside Com. Reformed
7449 Jefferson Ave.
Hammond IN 46324

Rev. Roosevelt Leggin
St. Anthony Spiritualist
534 State St.
Hammond IN 46320

Rev. Anthony Valtierra
All Saints Church
570 Sibley St.
Hammond IN 46320

Rev. William P. Reigel
Assembly of God
7350 Kennedy Ave.
Hammond IN 46323

Pastor
Bethel Bible Church
1138 - 173rd St.
Hammond IN 46324

Rev. James Swanson
Christ Lutheran Church
7051 Indianapolis Blvd.
Hammond IN 46324

Pastor Joe C. Taylor
Church of God
1421 - 173rd St.
Hammond IN 46324

Rev. John Luttman
Concordia Lutheran Ch.
7441 Grand Ave.
Hammond IN 46323

Rev. C.H. Tailefero
Emmanuel Temple Apost.
1030 Ames St.
Hammond IN 46320

Rev. Jack Hyles
First Baptist Church
523 Sibley St.
Hammond IN 46320

Rev. John Snyder
First Christian of Hessville
6733 Alabama Ave.
Hammond IN 46323

Pastor
An Open Door Church
6043 Hohman Ave.
Hammond IN 46320

Rev. Joseph S. Alford
Beth. Cong. Ch. of God in Christ
815 Michigan St.
Hammond IN 46320

Pastor
Calvary Temple
4807 Oak Ave.
Hammond IN 46327

Rev. George Marsteller
Christian Fellowship
605-165th St.
Hammond IN 46324

Pastor
Church of God of Prophecy
7046 Madison Ave.
Hammond IN 46324

Rabbi Raphael Ostrovsky
Congregation Beth-Israel
7105 Hohman Ave.
Hammond IN 46324

Rev. Doyll Andrews
Faith United Ch. of Christ
3030 - 175th St.
Hammond IN 46323

Pastor
First Ch. of Christ Scientist
7125 Hohman Ave.
Hammond IN 46324

Rev. Phillip G. Smith
First Presbyterian Church
6021 Hohman Ave.
Hammond IN 46324

Pastor
Apostolic Ch. of Lord Jesus Chris
624 Highland St.
Hammond IN 46320

Dr. Harry S. Watson
Bethel AME Church
6155 Ray St.
Hammond IN 46320

Pastor
Centenary United Methodist Ch.
4445 Towle Ave.
Hammond IN 46327

Pastor
Church of Christ
2133 - 169th St.
Hammond IN 46323

Rev. Seth Adamson
Cline Gardens Christian Ch.
6851 New Hampshire Ave.
Hammond IN 46323

Rev. E. Crowel Cooley
Covenant Utd. Presbyterian
6709 Arizona Ave.
Hammond IN 46323

Rev. J. Calaway
First Assembly of God
5670 Sohl Ave.
Hammond IN 46320

Pastor
First Ch. of the Nazarene
815 Michigan St.
Hammond IN 46320

Rev. Bassam Abdallah
First United Lutheran
6705 Hohman Ave.
Hammond IN 46324

Rev. Vladimir Janeczek
St. Casimir Church
4340 Johnson Ave.
Hammond IN 46327

Rev. Glenn Dunson
St. John AME Zion
1227 Field St.
Hammond IN 46320

Rev. John E. Kalicky
St. John the Baptist Church
1849 Lincoln Ave.
Whiting IN 46394

Rev. Lewis B. Wozniak
St. Mary Church
931 Merrill St.
Hammond IN 46320

Pastor
State St. Baptist Church
860 State St.
Hammond IN 46320

Pastor Ralph Host
Tewes Park So. Baptist
1430 Michigan St.
Hammond IN 46320

Rev. Grace Free
Unity Church
740 River Dr.
Hammond IN 46324

Pastor
Zion Holiness Church
707 - 169th St.
Hammond IN 46324

Rev. Richard Orlinski
St. Catherine of Sienna Church
6605 Kentucky Ave.
Hammond IN 46323

Rev. Stanley Dominik
St. John Bosco Church
7113 Columbia Ave.
Hammond IN 46324

Rev. Roy Beeching
St. Joseph Church
5304 Hohman Ave.
Hammond IN 46320

Pastor
St. Michael Melkite Catholic Ch.
619 Sibley St.
Hammond IN 46320

Rabbi Michael Stevens
Temple Beth-El
6947 Hohman Ave.
Hammond IN 46324

Rev. Karl R. Davies
Trinity Evang. Lutheran
7227 Hohman Ave.
Hammond IN 46324

Rev. James Miller
Woodmar Baptist
7146 Chestnut Ave.
Hammond IN 46324

Rev. Peter Georgacakes
St. Demetrious Greek Orthodox
7021 Hohman Ave.
Hammond IN 46324

Rev. Rod Hokenson
St. John Lutheran
606 - 141st St.
Hammond IN 46327

Rev. Stephen Gibson
St. Margaret Mary Church
1445 Hoffman St.
Hammond IN 46327

Rev. Eugene Meschisen
St. Michael Ukrainian
7047 Columbia Ave.
Hammond IN 46324

Pastor Hilton Bryant
Terrace Pk. Church of God
3104 - 173rd. St.
Hammond IN 46323

Pastor
Trinity Missionary Baptist
3704 Towle Ave.
Hammond IN 46327

Rev. Cindy Reynolds *Paul D. Reynolds*
Woodmar United Methodist
7320 Northcote Ave.
Hammond IN 46324



NEWS RELEASE

Hammond Public Library
564 State Street
Hammond, Indiana 46320
(219) 931-5100

Arthur S. Meyers, Director

For
Immediate
Release

Contact: Clara Takacs, Outreach Librarian
Emily Shutko, Tutor Trainer.

December 12, 1993

COMPUTERS ARE THE IN-THING, So Why Be Out?

Seniors Can Be In not Out. How? Come and learn to understand a computer. It is just a machine and can be friendly, we just need to know what keys to use and a few basic facts. Honest, we kid you not.

An introductory session on a "laptop computer" may open doors to a fast efficient method of keeping up with today's needed skills. A hands-on session with simple games to get the feel will progress a novice user to other functions that can be used in everyday life.

You can also learn what your children and grandchildren are dealing with via computer use. Great games for your amusement and pleasure or as brain teasers can be played with the family or friends. You can learn something you always wanted to know but didn't know where to start via a computer program and be a jump ahead of the "kids".

Interested? Call 931-5100 to set up a time, and remember THIS IS BASIC INSTRUCTION NO PRIOR KNOWLEDGE IS NECESSARY.

Funding for this project is through the Library Literacy Program, Library Services and Construction Act.



NEWS RELEASE

Hammond Public Library
564 State Street
Hammond, Indiana 46320
(219) 931-5100

Arthur S. Meyers, Director

For
Immediate
Release

Contact:

Clara Mae Takacs 852-2247

Workforce 2000: Literacy for Older Adults is the title of a grant the Hammond Public Library is currently administering. Funds provided through the grant have enabled the Library to purchase software programs and non print materials which emphasize practical needs for everyday living and provide a balanced representation of women, ethnic minority groups, and older workers, to reflect the population of Hammond. Two laptop computers were also purchased. Registration for computer instruction was opened several months ago and the response was overwhelming.

More than ninety seniors have received instruction at the Main Library, and a number of others at the E. B. Hayward Branch. Classes at the Library are closed for the present. If there are enough hours remaining we will open classes at the Main Library in the months of July and August. Hours remaining refer to hours covered by the grant.

A condition of the Grant is that at least half of the seniors registered for computer instruction will be serviced at senior sites and senior complexes. This is the goal we are now working to achieve. We are handling as many applications as is possible and regret having to ask patrons to wait for several months before resuming classes at the Main Library.

The computers will not evaporate!

July 19, 1994

SENIOR DAY PROGRAM IN THE HAMMOND PUBLIC LIBRARY

An on-going project of the Hammond Public Library concerns the needs and requirements of seniors desiring to be employed. Through a federal Library Services and Construction Act grant, Hammond Workforce 2000: Literacy for Older Adults, the Library is working to achieve this goal.

On Tuesday, August 23, Lois Cox, will speak on the plan Your Work Future. Ms. Cox is the Executive Director of the AARP Senior Community Service Employment Program.



CALUMET AREA LITERACY COUNCIL, Inc.

An Affiliate of Loubach Literacy International

564 State Street • Hammond, Indiana 46320

Vol. IX No. 1

MAY - JUNE - JULY 1994

Editor: Gen Klacik
Anne Hanchar

SOME CHANGES ARE IN THE WIND!!!!!!

How often have you heard this expression? What does it mean? For the Calumet Area Literacy Council and its newsletter it means that we are changing from a bi-monthly letter to a quarterly letter. With the increased costs of printing and mailing this makes sense.

We've always considered the newsletter a means of communication and it will remain so; however, some of the information we've passed on in previous editions will now be handled differently.

Tutor tips and other pertinent tutor information will be given at the tutor exchange meetings. Student information will be handled in a more direct manner. General news items will be in the quarterly newsletter.

We think you will be happy with the new arrangement. We welcome your comments and suggestions.

Gen Klacik and Anne Hanchar, co-editors.

On May 25, 1994, the Calumet Area Literacy Council, Inc. held its annual meeting. Elected for the year 1994 - 1995 were Allen Gill, President and Anne Bogdanich, Vice President. Serving for their second year in office are Dorothy Martin, Treasurer, and Rose Ann Bockhorn, Secretary.

Added to the Board of Directors to serve from 1994 to May 31, 1997 are Randolph Holme, Linda Matson, Omar Rashad and Patricia Taylor. Huette Kaplan will serve for one year from June 1, 1994 to May 31, 1995. Retiring board members, having served for three years, are Wes Scharlach, Delores Smith and John Swanson.

PLEASE MEET OUR NEWEST BOARD MEMBERS:

Randolph Holme is Vice President Operations, American Maize Products. He has a B.S. Zoology /Biochemistry University of California at Davis, and M.M. Northwestern University. He is a board and/or member of the Hammond Educational Foundation, Hammond Chamber of Commerce and St. Margaret Mercy Health Care Center.

Linda Matson is Telemarketing Manager and Educational Services Director for The Times Newspaper. She is a board and/or member Indiana Newspaper in Education network, Board of Hoosier Assoc., United Way, State Press N.I.E. Foundation, and Educational Referral Center.

Patricia Taylor, a native of Argentina, is a lawyer and attended the University of Buenos Aires. She is new to the Calumet Area and is interested in furthering literacy efforts by working with the Calumet Area Literacy Council.

We welcome these individuals and appreciate their willingness to share their talents.

A tutor training session was held in June. Trainers were Huetta Kaplan, lead trainer, Shirley Keown, Martha Steele, Allen Gill, Joanne Broderick and Gen Klacik. Emily Shutko explained the computers and informed the students of the software available.

Certified in this ten hour workshop were Carol Dudzik, Martha O. Guy, Kathleen Hill, Kristan Hill, Kelly Isom, Damaris Kirinic, M.P. Mattson, Carrie Mudroncik, Toni J. Sancya, Elizabeth Golon, Anthony Labeots and Catherine Kunis.

Anne Bogdanich assigned several students at the close of the session. This helps to reduce the student waiting list, however, we still have students who need tutors.

THE RIPPLE EFFECT

One of our recently trained tutors, Kelley Isom, is an A.A. stewardess. She took the training while on vacation. When she returned to work and told her fellow workers about the need for tutors to help people learn to read, she created a great deal of interest. Kelley advised them to contact their local libraries to see where they might be able to also train to become tutors. Thanks, Kelley, for spreading the word. Nice going!

COMPUTERS: Do you know that one hundred and forty people have been trained in the use of laptop, user friendly, computers at the Hammond Public Library? The laptops are IBM compatible.

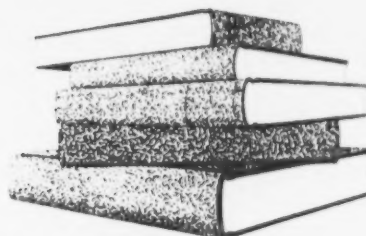
One hour training sessions will be held again in September for the general public. It is necessary to register for this training by calling 219-852-2226.

The dates are Monday, September 12 - H.P.L. Time to be announced
Wednesday September 14 " " " "
Monday September 26 " 7 p.m. - 8:00 p.m.

At a later date classes will be scheduled for training on the Apple computers. This will be for tutors using the Laubach method of instruction.

Hammond

Bookends



 **Hammond Public Library News**

April - June, 1994

Spring Begins at the Library!

Have a wallpapering project and don't know what to do first? Plan to replace an overgrown bush and can't decide what to plant in its place? Want to repair a broken step but wonder if it's too big a job?

Spring Begins at the Library!

From April 25 to May 15 the Hammond Public Library will be headquarters for planting, painting, fixing, cleaning information. If you have a project, make the library your first stop.

Spring Begins at the Library!

Booklists about gardens, landscaping, home maintenance, porches and decks will be available. As usual, Information Services staff will be able to help you locate materials. Magazine articles could have just the information you seek and a video may give step-by-step instructions for a successful project.

Spring Begins at the Library!

During this three week period the library will look different, too. Calumet True Value Hardware & Paint, Lindy's Ace Hardware and Adzia's True Value Hardware are cooperating with the Library by providing merchandise to use in displays. There will

be exhibits of garden tools, paint and other hardware supplies at the Main Library, the E.B. Hayward Branch and the Howard Branch.

Spring Begins at the Library!

Booklets from the Extension Department of Purdue University will be available. Ideas and help come from many sources and the Library is the traditional place to store and provide all forms of information.

Spring Begins at the Library!



A Laptop computer session held at the Main Library. The Library Services and Construction Act Grant is aimed at bringing basic computer skills to seniors.

*Computers Are The Thing, So Why Be Out?

Seniors Can Be In Or Out. How? Through a grant funded through the Federal Library Services and Construction Act, the Hammond Public Library can bring a laptop computer to senior sites and complexes. Outreach Services is in the process of scheduling one on one instruction to seniors. Our goal is to bring computer learning to a minimum of five senior locations.

An introductory session on a laptop computer may open doors to a fast, efficient method of keeping up with today's needed skills. A hands-on session with simple games will help a novice progress to other functions that can be used in everyday life.

Interested? Call 931-5100, or 852-2247. **THIS IS BASIC INSTRUCTION. NO PRIOR KNOWLEDGE IS NECESSARY.**



New Book Security System Will Save Library Dollars

A new security system to improve service for library patrons by preventing unauthorized removal of library materials has been installed at Main Library. Losses, which have been steadily mounting, are expected to be greatly reduced.

Library materials that have not been properly checked out will activate an electronic detector when carried through the detection equipment. An audible alarm sounds, alerting library staff.

By deterring unauthorized removal of Library materials, the security system, a product of 3M, St. Paul, Minnesota, will help to minimize financial loss and maximize service for all users.

LOOK LISTEN LEARN



LIBRARIES CHANGE LIVES

A discussion of *Lonesome Dove* by Larry McMurtry moderated by Dr. Michael Dobberstein of Purdue University Calumet was the first in a series of discussions focusing on the "Best of the West." The discussion was held at the Hammond Public Library's E.B. Hayward Branch.

Glenn Neumann Joins the Library Staff

Joining the Hammond Public Library as the new Senior Information Services Librarian is Glenn Neumann. Glenn's library employment experience includes positions as an Outreach Librarian at the Indiana State Library, a Branch Librarian at the San Antonio Public Library and Chief Librarian of the Youth Center Libraries in the Bur Oak Library System. Glenn's first library job was in the West Chicago Public Library while his father served as the Library Board President. Also, he has done paraprofessional library work in academic and special libraries. Glenn received his M.A. in Li-



brary Science from Northern Illinois University in 1978. In addition, Glenn has a Master's degree in Education and in Social Work.

Glenn finds assisting people with their information needs to be rewarding work. Also, he likes the intellectual stimulation involved with doing reference work and enjoys researching topics. Glenn's family lives in West Chicago and St. Charles. He is happy to be closer to his family and to Chicago. His hobbies include reading, attending classical music concerts, visiting art museums, participating in church activities, walking and jogging.

Hammond Public Library's 1994 Spring Materials Sale!

April 29	(Friends and Staff Only)	5 - 8 p.m.
April 30	General Public	9 - 5 p.m.
May 1	General Public	1 - 5 p.m.
May 2	General Public	9 - 5 p.m.





Joan Bartley, Youth Services Librarian at the Howard Branch says, "I'm lucky to work at a job I love, working with youth." But it hasn't been luck alone which made it possible. She has worked for the Hammond Public Library as a Library Assistant at Hansen Branch for ten years, while pursuing her Bachelor's degree in Education at Purdue University Calumet. Now she's working on a Master's degree in Library Science. She adds, "I look forward to the challenge of working with young adults at Howard."

Joan has two young adults of her own. Megan is a freshman at Morton and active with the dance band. Dylan is a Morton graduate who was active in theater there. He manages a Hammond restaurant.

Joan and her husband, Rich, enjoy getting away to their cabin in

southern Indiana to relax. They both enjoy golf. Joan also enjoys reading (what else!), concerts, plays, and travel.

Joan has been active in supporting Aaron's Ranch, a local group which is working toward the goal of a facility for the young physically challenged, and also PTSA and Hessville Youth Soccer.

Words to describe Joan? Blonde, bright, busy, book lover!



Joan Bartley

A Note of Thanks

During its recent session, the Indiana Legislature did not take action to relieve the Hammond Public Library's financial situation. The Board of Trustees and I want to thank the Hammond residents who spent time and effort encouraging their legislators to remove the 55 cent cap in the library tax rate.

The Library Board is faced with tough decisions about the best ways to deliver library services to the community and stay within the budget. Our aim is to be both responsive and financially responsible. I can assure you that, although the Hammond Public Library may look different in the future, the tradition of quality service will remain.

Richard Spisak, President
Hammond Public Library
Board of Trustees

Just A Reminder!

New Telephone Numbers
Hammond Public Library

Main Library

General Information	931-5100
Information Services	852-2243
Youth Services	852-2251

Branches and Reading Centers

E.B. Hayward Branch	844-2668
Howard Branch	844-1622
Hansen Branch	845-9062
Lincoln Branch	852-2269
Rupp Reading Center	659-6724
Sawyer Reading Center	852-2262

Bookends

is published four times a year by

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Joseph Alamillo, Secretary
Philip Martin, Treasurer
Betty Balanoff
Willie Mae Durr
Barbara Linos



Main Library - 564 State Street

April - Paintings by Fred Sichhart (Gallery)

April 26, 1:30 p.m. - How to Become Street Smart
Seniors, presented by Jean Arbuckle of Greater
Hammond Community Services

May - Quilt Exhibit from the E.B. Hayward Branch
Library Quilters

June - Photographs by Martin Martinez (Gallery)

Do You Like Crafts?

Share Your Knowledge
or
Learn New Things from Others

Join a Craft Group

Three Library Locations

Howard, 7047 Grand Avenue
844-1622

Meets Wednesdays at Noon

E.B. Hayward, 1212 172nd Street
844-2668

Meets Thursdays at Noon

Lincoln, 3835 Hohman Avenue
852-2269

Meets Fridays at 10:00 a.m.

Hammond Public Library
564 State Street
Hammond, IN 46320

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FIFTY-ONE ELEVEN NEWSLETTER
FLO WOLFE, EDITOR
VOL. IV, No. 1
JANUARY, 1994



HAPPY NEW YEAR, EVERYBODY:

ANOTHER YEAR TO ADD TO THE ONES I HAVE ALREADY PILED UP. WONDER WHAT 1994 WILL BRING. EVENTS OF 1993 WENT FROM BAD TO WORSE; HERE'S A BRIEF RECAP....

NEW YORK'S BOARD OF TRADES BUILDING WAS BOMBED.

FLOODS INUNDATED THE MIDWEST.

THE NEWLY ELECTED CLINTONS TOOK OFFICE(S).

CALIFORNIA BURNED; THEN EXCESSIVE RAINING CAUSED MUD SLIDES.

EARTHQUAKES WORLDWIDE.

VIOLENCE ALL OVER THE COUNTRY.

THE PAST YEAR SEEMS BEST FORGOTTEN. ON WITH THE NEW!

CALISTHENICS ARE AS IMPORTANT AS EVER. THE FOLLOWING LIST IS REPRINTED HERE FYI.

DO NOT...

JUMP TO CONCLUSIONS, SPIN YOUR WHEELS, THROW YOUR WEIGHT AROUND,

RUN DOWN ANOTHER, CLIMB THE WALLS, PUSH YOUR LUCK,

CARRY A GRUDGE, OR FLY OFF THE HANDLE.

GOLDEN OPPORTUNITY: YOU CAN LEARN TO USE A COMPUTER. FREE. NO EXPERIENCE NECESSARY. NO TYPING NEEDED. HAMMOND PUBLIC LIBRARY IS OFFERING YOU THIS GOLDEN OPPORTUNITY. TAKE ADVANTAGE OF IT. IT'S SIMPLY A MATTER OF PUSHING BUTTONS.

PHONE 931 5100 FOR YOUR TURN ON A LAPTOP COMPUTER. YOU'LL BE GLAD YOU DID WHEN YOU CAN JOIN IN COMPUTER TALK WITH YOUR GRANDCHILDREN.

AULD LANGSIETY (LANXIETY): A FEAR OF NEW YEAR'S EVE.

HAPPY BIRTHDAY: STEVE KRASOWSKI, BESSIE BRANHAM, BETTY WILSON, EMMA SECTOR, JOE ROSSITER, HAROLD HATHAWAY, WILLIAM GACHOS, JENNIE STEPANOVICH, IVA BOFFUS, LESLIE PERKINS, MARY ZERKEL, NORMAN CAMP, ALVINA DIETZ, JENNIE BAKOWSKI, AGNES SUROVIAX, DOROTHY WIECH, SOPHIA HAJDUK, AND DOROTHY BADGER.

AQUARIUS IS THE SIGN FOR MOST OF JANUARY. THOSE BORN UNDER THIS SIGN ARE INDIVIDUALISTIC, ECCENTRIC, REBELLIOUS, CLEVER, AND INVENTIVE. AQUARIAN'S LUCKY DAYS IN JANUARY ARE THE 9TH, 13TH AND 20TH. CHALLENGING DAYS ARE THE 1ST, 5TH, AND 15TH. LUCKY NUMBERS ARE 11, 33 AND 44.

****)]

FOR GROWNUPS ONLY

WE GROW UP ALL OF OUR LIVES; WE GROW UP IN ALL KINDS OF WAYS.

SOME OF OUR GROWTH IS FAST, AND SOME IS SLOW.

WE MAY BE ADULTS IN PARTS OF OUR LIFE; IN OTHERS, WE HAVE MILES TO GO.

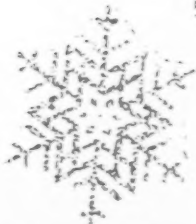
AND TO WHAT EXTENT ARE YOU A GROWNUP? SOME FACTS OF GROWNUP LIFE:

FIRST, THE BAD NEWS

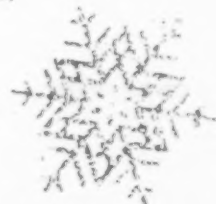
1. LIFE ISN'T FAIR.
2. THE QUESTION ISN'T "WHY ME?" IT'S "WHY NOT ME?"
3. NO MATTER HOW NICE, CHARMING, LOVEABLE AND BRIGHT YOU ARE, NOT EVERYONE YOU MEET IS GOING TO APPROVE OF YOU, LOVE YOU OR EVEN LIKE YOU.
4. FROM TIME TO TIME, IT WILL RAIN ON YOUR PARADE.
5. EVERY NOW AND THEN, NO MATTER HOW CAREFUL YOU TRY TO BE, YOU ARE BOUND TO DO SOMETHING UNBELIEVABLY STUPID.

FINALLY, THE GOOD NEWS

1. UNLESS YOU ARE HANGING AROUND WITH SOME REALLY MEAN PEOPLE, NO ONE BUT YOU WILL REMEMBER THE DUMB THINGS YOU'VE DONE.
2. YOU DO NOT HAVE TO HAVE AN OPINION ON EVERYTHING.
3. VIRTUALLY ALL OF THE BAD STUFF IN LIFE IS SURVIVE-ABLE; A LOT OF IT IS EVENTUALLY USEFUL.
4. ALTHOUGH YOU ARE NOT NEARLY AS WONDERFUL AS YOU HOPED, YOU ARE ALSO NOT NEARLY AS TERRIBLE AS YOU FEARED.
5. I'VE NEVER MET A GROWNUP WHO, GIVEN THE CHOICE, WOULD GO BACK TO BEING A KID AGAIN.



COME AGAIN!
AUTHENTIC REPLICATION
LIVE RECORDING.
NUMB FEELING.
ROLLING STOP.
WORK PARTY.



BEST COPY AVAILABLE